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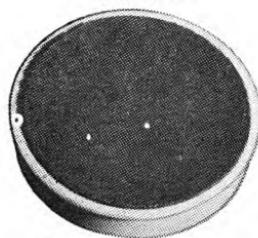
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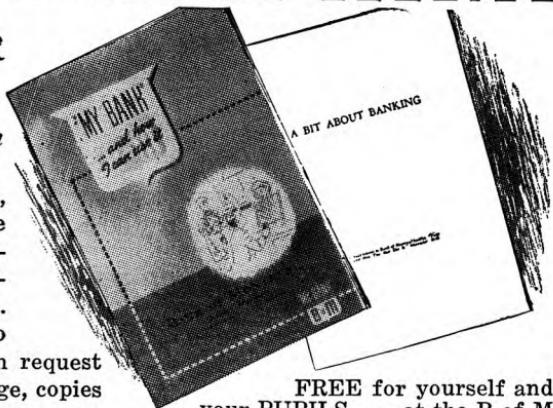
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# THE ALBERTA MAGAZINE

ERIC C. ANSLEY, Managing Editor  
Imperial Bank Bldg., Edmonton

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## DANGERS IN COUNTY ACT

Reprinted by courtesy of *The Edmonton Journal*.

The *County Act* measure was introduced in the legislature by Hon. C. E. Gerhart, minister of municipal affairs.

The purpose of the *County Act* is to bring under one administration and single control the functions now divided between the municipal district, the school division, and the municipal hospital district. The county would be carved out of a selected municipal district, improvement district, or special area, with the school districts and hospital districts or portions of them affected.

The principal involved is an important one. It means the abolition of school boards and hospital boards in the new county, with the county council assuming full powers over all municipal, school, and hospital administration.

In Alberta, as in other western provinces, we have seen the setting up of large school districts, but in each the school trustees have been directly responsible to the voters for the way in which they conducted the schools and the amounts they levied from the taxpayers for school purposes and the way in which these monies were spent.

Complete separation of school administration from general municipal affairs has been so generally accepted in Canada for generations that the proposal to amalgamate it with general municipal administration, and possibly make it subservient to the latter, is disturbing.

The separation of education from other municipal activities has been such an established part of the Canadian system of local government that Prof. Clokie, in his comprehensive book on *Canadian Government and Politics*, published little more than five years ago, could write:

Over a hundred years ago it was laid down by the great educational reformer of Upper Canada, Egerton Ryerson, that the combination of school authority with other civic functions would be destructive of educational progress. Accordingly, it is everywhere true that the control of school administration is vested in

bodies separate from other civic agencies. . . . The merit of attempting to separate school affairs from other local matters is no longer debated; the tradition is too deeply rooted to be disturbed easily.

The proposed *Alberta County Act* would disturb it, if not easily. It would begin the process of bringing school boards under municipal council control. True, the Act presently before the legislature apparently would apply only in rural municipal districts, not in urban centres, but in those districts formed into counties, towns happening to lie within the county's boundaries would be more or less under the thumb of the county council.

The *County Act* pays lip service to desirability of keeping separate the administration of municipal, school and hospital affairs, by setting up county committees for each activity. But in the final analysis the school board will not always be assured of what it considers its full financial requirements.

The new idea is described as experimental. Two months ago, Mr. Gerhart said, "we would like to have two (counties) in the north, two in the central, and two in the southern part of the province." Once launched however, the provincial department concerned would not be satisfied with six counties.

The Alberta government deplores tendencies toward centralization in federal-provincial affairs. It appears less concerned with centralization in provincial-municipal relations, and in municipal administration. And we know of no influence so "centralizing" as provincial government departments.

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# UBC President Speaks on Education

This is a copy of the address given by Dr. N. A. M. MacKenzie, president of the University of British Columbia, over the Canadian Broadcasting Corporation on January 15. Dr. MacKenzie has kindly given us permission to reprint his address.

THE LAST war and the postwar training schemes for veterans have resulted in a greatly increased interest in university education. Because education at this level is very expensive, both to the student and to the community, and because it absorbs from four to ten years of the lives of our young people, this whole field has been a popular topic for discussion. In addition, the mechanization of our society and the growing importance of science have changed the character of our universities. The humanities and the liberal arts are being replaced by professional and vocational training. These changes and the increased interest in higher education are the reasons why I felt it would be useful to ask and try to answer a few general questions that are in the minds of a great many people. The first of these is: Who among our young people should be allowed or encouraged to go on from school to the university, and how many of them? In trying to answer this question, or these questions, I would first like to say that I believe in the importance and the value of education for every one, and I believe too that the more education we get the better citizens we are likely to be.

## Who Should Go to University

But I do not believe that everyone should get or be given a university education. This partly because of the expense involved, and partly because of the creative and productive

years that are required, and which might be wasted, but principally because many people are not suited to it, and I feel it would be a mistake to waste their time and money and the public's money as well in sending them to college. I believe they should continue their education, but in other ways and by other means. In thus denying higher education to large numbers of people I do not imply or suggest that those who come to college or who should come are better or abler than those who go to work after high school. In many cases they are not—they are just different, that is all. My view that everyone should not come to college is particularly true of professional training. Obviously, there is a limit to the number of doctors, lawyers, engineers, etc., that our society can usefully absorb and employ. To train more than we need is expensive and wasteful.

## How To Select Them

What then should we do, and how should we go about doing it. In the first place, I believe we can tell by the behaviour, the interests, the character, and the general intelligence of a boy or girl whether he or she is suited to university training. If they are so suited and have the energy and ambition which is necessary to see them through to graduation, then I think they should be urged and encouraged to go on to college. However, many of these belong to low-income homes and don't have the money required. This problem could be solved by a generous system of scholarships, bursaries, and loans. I mention loans particularly because I believe that, a university education is a privilege and those who get it should be expected to pay at least part of the cost. The problem of numbers and of overcrowding which might result from the introduc-

tion of such a system of benefits could be met and solved by the maintenance of standards of admission, and of requirements after admission. This matter of limitation of numbers raises the question of young women, most of whom marry soon after graduation, and who, it might be argued, should give way to those who are likely to make more permanent or practical use of their education. Personally, I feel that young women should be given the same opportunities and the same assistance in respect of higher education that are given to men.

#### **"Education Is Continuing Thing"**

The distribution of students among the various professions and vocations can also be taken care of if patience and intelligence are applied to the problem. For those who do not or cannot enter our universities, other opportunities, such as improved high school and vocational school education, adult education, junior colleges, and all the rest, suited to their needs and wishes should be provided. For education is a continuing thing, and all of us should be enabled and encouraged to continue it after the more formal part of it in school or college may have ended.

#### **Content of University Curriculum**

I have suggested that university education should be made available to every one qualified to benefit from it and who desires to get it, through a national system of scholarships, bursaries, and loans. I would like to spend the rest of the time at my disposal in discussing the content of university education—the nature of the curriculum, or more specifically, the relative merits of the humanities and the liberal parts as contrasted with professional, technical, or vocational training. I would like to say that all education worth the name is practical or vocational, in the sense that it assists or should assist us in the business of living and of making a living as well if this be-

comes necessary. There is a danger, however, that professional training can become so technical or mechanical that it ceases to be educational; and equally a danger that the humanities can be so unrelated to life and the realities of living as to have little if any interest or value of an educational or any other kind. Obviously, the ideal must be somewhere between these two extremes. Personally, I believe that the problem is more than half-solved if we realize that all true education, including both the professional and the academic, are vocational in their objects and results, and that a skillful combination of the two is likely to be most satisfactory.

#### **All True Education Vocational**

This can be best achieved by teachers who are themselves convinced of this and understand it and give effect to it in their lives and their teaching. For example, the engineering professor should understand the importance of the social sciences in society and to his profession. He should, also, understand the contribution that the humanities and the liberal arts make to him as an individual and to his society or community in helping to solve its problems.

The humanist must also understand his society, the economic and political trends and forces operating in it. He must have an appreciation of what science and invention are doing to the individual and his society—and both the engineer and the academician should know something about the human being himself—and about how he reacts to a changing environment—or at least he should give sympathetic support to those in medicine, in psychiatry and psychology, who are trying to understand him.

These, then, are some of the matters in the field of higher education that I believe are worth discussing with you.

# A Trifle About "h"

**D**O you say wheat or weat? Whiff or wiff? At the moment there seem to be two schools of thought in Canada as to which (or which) pronunciation should prevail. If common school usage is to decide the matter, then the which's have it. Out of thirty-five Grade XI children who read individually the sentence, "Why did the man whip his whippet?" twenty read, "wy did the man wip his wippet?"

Up to the present, many of us have considered this dropping of the h after an initial w to be a speech fault, but when an adult Canadian, of cultured background and otherwise meticulous speech, asks, "Were were you wen I 'phoned?" one begins to wonder.

Correct or incorrect, the silent h is not only introducing variety into our speech, but is also creating more uncertainties in the already insecure spelling of many young people. Just as a poor speller conquers the ei and ie difficulty by making both letters alike and putting the dot between them, comes (or goes) the h. As he says wite but writes white, he is now beginning to say wealth and write whealth. I am becoming accustomed

three whitches in Macbeth, and of the Lady who shames to whear a heart so wite.

I suppose if wh has been ousted by w, I'll grow accustomed to the change; as yet I find something mildly humorous about words like wispers and wiskers and wimsy. Even Shakespeare sounds absurd to me when a student recites:

"Since Cassius first did wet me against Caesar

I have not slept."

And I could laugh out at Norman Corwin's recording of "Sea Fever": "I must go down to the seas again, to the vagrant gypsy life, To the gull's way and the wale's way, were the wind's like a wetted knife." A wetted knife!

The Oxford dictionary assures me that a majority of the educated speakers of England belong to the wy, wen, which school, but then the English have always been a little careless with their h's. What (or wot or wut) I am concerned about is our speech here. Are we to send our children out into the cold Canadian world with their h's on or off? Whither (or wither) Canada? to reading in school exercises of the

## Emotional Climate in the Classroom

- The kind of behavior and emotional response we develop in our classroom depends to a large extent upon ourselves. If we behave in an integrative fashion, our pupils behave similarly.
- Each child comes to school with a different background and differing emotional needs. We must do all we can to know and understand him.
- We understand too little of the influence which social level has on the child. What is happening in our school? Are all children getting an equal break or do our practices distinctly favor a given group? Does Mary get into trouble through behavior entirely acceptable in her circle, but not in the teacher's?
- Being aware of the basic emotional needs of children and providing experiences which will fulfill these needs is one of the most important functions of the school.

Excerpt from **Educator's Washington Dispatch.**

J. Murray Lee and Dorris May Lee

# Let The Teacher Beware!

Ten Occupational Diseases That Stalk the Teacher

WENDALL W. HANER

Reprinted from *The Indiana Teacher*

**T**EACHING is a dangerous business! Just how perilous it can be has been revealed in the researches of Dr. Chekar Risk of Hard-knox University and a group of specialists inquiring into the occupational diseases peculiar to the peculiar people who become teachers.

These experts are now setting up a consulting service and laboratory where their discoveries can be made available to all who wish to know the facts. To save you the trouble of standing in line, it is my purpose to bring you a preview of their somewhat startling conclusions.

## High-Shoulder Hunch

The deformity found to be commonest among those in the teaching profession is *High-Shoulder Hunch*. Research has shown that the trouble is due to no weakness in bone structure. It is gradually developed by the teacher as he attempts to dodge criticism (and missiles) by pulling in his neck and raising his shoulders to protect his head.

Experts who have specialized in treating high-shoulder hunch assert that they can tell the educator's teaching philosophy by the way his shoulders tilt—his educational leaning, as it were. If the right shoulder is carried slightly higher than the left, the patient is banking to avoid condemnation from the Right Wing—a reactionary PTA, old-fashioned parents, or other mossback community elements. If the left shoulder is uppermost, the victim is anticipating trouble with the Left Wing—the extremely liberal, progressive, or hogwild contingent. For some unexplained reason, the high-shoulder hunch is more common among super-

intendents and principals than in any other group of educators.

The treatment prescribed for this difficulty is a round of back-slapping from both sides. This has been known to reduce the deformity almost overnight. But it must be done with great care, as there are many educators in whom it only increases a hunch that they are being pounded from all sides.

## Schoolroom Squint

A very troublesome irritation from which teachers suffer chronically is *Schoolroom Squint*, known in its acute stages as the Cross-eyed Cramps. It is often accompanied by blurred vision, watery eyes, and reddened eyelids. The difficulty is brought on by continual attempts to translate the hieroglyphics of Scribbler Joes and Scratchy Janes. And it is aggravated by the pensive scrutiny called for in evaluating Alibi Archie's skillful ambiguities. It frequently shows up, too, in forehead furrows, and may be a contributing factor to another prevalent phenomenon, School-Teacher Scowl.

The "squint" reaches an acute stage at examination time, as the teacher strives desperately to keep each answer steady long enough to be identified before it joins the wild throng of spots and dots snake-dancing along the margins. The best cure for schoolroom squint is a long summer vacation, preferably spent in travelling and regaining one's farsightedness, plus the ability to see the mountains beyond the morons.

## Teacher's Tongue

The percentage of instructors who suffer from *Teacher's Tongue* is very high. The patient may complain of

tripping over phrases, saying things to parents that he wishes he hadn't, or bruising his tongue in scolding students. But the principal symptom is a tongue surface marked by deep furrows, perhaps from running in the same rut year after year. This manifestation is called "geographic tongue" by the investigators, because it resembles a relief map. (It is not to be confused with the student interpretation of a "relief map," which, in their language, always signifies the welcome face of a substitute teacher.)

#### **Chalkdust Complexion**

Another hazard in teaching is *Chalkdust Complexion*. It is especially irritating to women teachers who strenuously object to having their genuine or carefully counterfeited flower-of-youth complexions covered with the "flour of combat" in the classroom. Some have been known to use generous quantities of red chalk in an endeavor to save face and maintain a ruddy glow on their cheeks throughout the day.

One psychiatrist told of a woman teacher who had haunting dreams of writing sentences on the blackboard, only to find that the chalk lines had dropped off like string and draped themselves over the chalktrays. At first, he was inclined to interpret this as her unconscious admission that she was an inadequate instructor for her pupils and was only "stringing them a line." But further analysis revealed that the young blonde had a horror of the chalkdust that so covered her skin that, at the end of the day, she looked as white and weak as she was.

Her nightmares disappeared completely when he advised her to wear only powder-base creams and rouge upon entering the classroom in the morning. As the day wore on, her skin became gradually and evenly coated with "teacher's talcum" in activated particles direct from the

blackboard, producing a matchless smoothness obtainable in no other way. (The psychiatrist and the teacher have now gone into the beauty business on the side opening a shop called The Chalkline Chatterbox.)

#### **Pencil-Pusher's Paralysis**

*Pencil-Pusher's Paralysis* claims many a victim among energetic teachers. Students who complain of writer's cramp after a short workout with their scribble-sticks know nothing of real digital exhaustion. This is reached in its acute form only by their instructors in the constant writing of reports and records and endless figuring of miserable totals and mean averages.

One teacher observed in the Risk Study worked all night on child accounting forms, guidance files, and student schedules. When his fingers "froze" with fatigue, he hooked a pencil on his thumb and thumbed his way through 50 pages. Then knuckles numbness set in. He immediately strapped his pencil to his wrist with Scotch tape and elbowed through the last 20 sheets.

If students can't always read the handwriting on the wall, they should understand that sometimes there's a reason.

Perhaps the malady that is most common among teachers is *Financial Fever*. It often strikes just as the first of the month and frequently reaches epidemic proportions during the summer when teachers try to meet expenses with their small salaries or savings. The rising temperature is accompanied by emotional upsets and panic in varying degrees, according to financial circumstances.

Mental aberrations are also present in some cases. For example, one impecunious instructor developed a clothing complex and always wore the same suit—of a small checkered pattern. Psychiatric investigation

*(Continued on Page 54)*

# Teachers Made These Pupils Great

GEORGE SELKE

**"Master in his weakness is the victim of circumstance. Man in his strength is the master of circumstance."**

**W**HOMO CAN evaluate the unfathomed possibilities of the youth who stands on tiptoe at the threshold of his growth and development when motivated by persistent purpose? Who can estimate the influence that a teacher may wield as that learner is set aflame with the passion for knowledge and the devotion to service? Who can measure the achievements for weal or woe that this miracle of creation may contribute as he steps forward to stand shoulder to shoulder with his fellow-men in the battle for the betterment of humanity? How humble I should be as a teacher in the presence of my pupils and students? How fervently I should ask for wisdom and understanding as I lead them to their opportunities?

Sometimes I wonder what my reaction might have been had certain persons come to me in quest of knowledge. Suppose that a lad had come to me and, in stammering and stuttering speech, had told me that he wanted to address audiences and with his eloquence sway the multitudes. No, I should not have ridiculed his ambition, but I am afraid that I would have told him that his chances of success were indeed limited. Certainly, I should not have told him to go to the beach, put pebbles in his mouth and train his speech and develop his voice so that he might vie with the roar of the sea. Yet, that lad might have been Demosthenes.

Suppose that a rawboned, awkward

lad black of skin and lacking the social graces, had come to me and had pleaded for an opportunity to obtain an education, insisting that he wished to become the leader of his people. I am afraid that I might have said that he was making his request too late, that he had better turn to some field of endeavor which would enable him to use his great strength in the making of a livelihood. But a New England teacher, a spinster, if you please, opened the doors of opportunity for that lad and the result was Booker T. Washington.

Let us imagine that a little girl would come to me and somehow would communicate to me her aspiration to write books that would bring comfort and confidence to thousands of the handicapped. I do not know just how she might express herself because of the barricades that existed between her and others, for the little girl is deaf and dumb and blind. I am sure that I would have said, "My dear child, thank goodness that you come from a family that is well-to-do and that it will not be necessary for you to suffer the physical hardships that a deaf, dumb and blind person usually must endure." But the parents would be far wiser than I and they would find a teacher, an artist, who would break down the barricades of deafness, dumbness and blindness, and open the way for the genius that this little girl possessed, and the result would be Helen Keller.

As it was said many years ago, truly, "Man in his weakness is the victim of circumstance. Man in his strength is the master of circumstance."

# How to Improve High School Teaching

RALPH W. TYLER

Dean, Division of Social Sciences, University of Chicago.

As told by Corma Mowery, Staff Writer, *West Virginia School Journal*.

**H**IGH school teaching today is as good or better than it was in the past, but it can still be improved if we take advantage of all that is known about effective education," says Ralph W. Tyler, dean of the Division of Social Sciences, University of Chicago.

Dr. Tyler recently conducted a study of the achievement of students in present-day high schools in comparison with high school students of 20 to 30 years ago. A series of tests and examinations written by students of that period were gathered from more than 40 Ohio communities. These exercises were given to pupils in the same grades as those in which they had first been administered.

The results were startling to those who often speak of the "good old days" when high school students supposedly learned more than they do now. In no community did the average score of the present high school students fall below the average of the students 20 to 30 years before. In 80 per cent of the cases, the average scores of the present high school students exceeded the averages of the earlier period.

"Teaching is expected to change the behavior of students," Dr. Tyler says. "Behavior in the broad sense includes, thinking, feeling, acting. As a result of teaching, students are expected to have ideas they did not have before, skills they did not previously possess, interests broader and more mature than they have had, and ways of thinking that are more effective than those they previously used."

## What Are Objectives?

One of the common weaknesses of

**R**ecognized goals, a greater variety of learning experiences, and better evaluation are needed in today's high schools.

high school teaching is the complete failure to set up objectives, according to Dr. Tyler. It is more essential to know what ends are to be reached than what content is to be covered and what devices are to be used. A teacher must ask: What does the student need? What kind of behavior changes should be made? After the desired behavior changes are determined, then the questions are: What are the ways by which these changes can be made? How can opportunities be given for practicing these changes?

Teachers too often forget that it is the students' own energy and activity that brings about learning. Behavior is learned through practice under conditions which give meaning to it and which motivate the learner. Too common are schools which have set up objectives such as "skill in problem solving" or "appreciation of literature," and yet have provided no learning experience in which students could solve actual problems, no experience with literature which involves satisfactions and appreciations.

Dr. Tyler emphasizes the need for courage to change current practices in our high schools. High school learning experiences must relate to the objectives sought. What goes on in the classrooms must have meaning for students. Learning experiences must motivate students to carry them enthusiastically and actively. A student learns what he does, not what the teacher does.

To choose learning experiences

that have real motivation for students requires a knowledge of the students, of their interests and concerns, and of the kinds of satisfactions they will get from various types of activities.

Dr. Tyler says that too few learning experiences in the American high school are carried to the point of high-level performances and permanent learning. Learning must be carried to much higher levels if really significant changes in behaving are to be made.

#### What Is A Good Curriculum?

"There is also a distinct lack of variety of learning experiences," Dr. Tyler believes. Students now in high school include those with great verbal facility, those with limited verbal ability, and those between these extremes. Knowing how widely students vary, you would expect that diverse types of learning experiences would be used—verbal, pictorial, auditory, and direct experiences in the laboratory and in the community.

Dr. Tyler points out, however, that few high schools and few teachers actually provide a variety of learning experiences appropriate for the range of pupils involved. High schools are

still advising students who are having difficulty to take more work in the shop, or permitting them to go listlessly and unprofitably through learning experiences that are primarily verbal.

A well-organized curriculum is one in which the various learning experiences reinforce one another so as to produce a maximum cumulative effect in promoting the objectives of the school.

The high school curriculum frequently fails to provide an effective sequence of learning experiences that carries the student to a high level of achievement in the various fields. Many high school courses build upon no previous courses, nor are they followed by courses that develop more deeply and broadly the basic learnings begun earlier.

"For example," says Dr. Tyler, "There is rarely much sequence in high school mathematics. Typical tenth grade geometry does not really build on ninth grade algebra. The same criticism could be made of most other fields. Yet without sequence, the possibility of reaching high achievement through the cumulative



*It takes courage to change practices*

# Foremost Divisional Superintendent

New superintendent of the Foremost School Division, M. O. Edwardh has been a teacher for over ten years. Graduating from the Calgary Normal School in 1938, he taught in one and two room schools in the south and was principal of the Rosemary School for two years. For the last five years Mr. Edwardh was principal of the Granum School.

Active in the Alberta Teachers' Association affairs, Mr. Edwardh served on salary negotiating committees for eight years, and for four of these, he was chairman of the committee.

During three of the five years that he was in the Macleod Division, Mr. Edwardh was president of the local. He served as vice-president of the



**M. O. EDWARDH**

Calgary Convention Committee for two years.

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effects of several years of learning is lost."

### **Evaluation Essential**

Many teachers fail to see that evaluation is an integral part of teaching. Evaluation is necessary so that students will not be inadequately taught because teachers fail to judge in advance just what methods will be effective, and so that teachers may guide their own practices by a knowledge of success and failure.

Appraisal and evaluation must not be limited to a few of the more tangible results. A comprehensive evaluation would show to what degree the desired changes in behavior are actually taking place. This means finding out the changes in students' knowledge, skills, ways of thinking, interests, and attitudes, because these are major objectives. It means that teachers must not confine the testing of students to the information they

recall and to specific subject skills they have developed.

The primary purpose of evaluation is to obtain results that can be used for more intelligent teaching. Dr. Tyler emphasizes the need for evaluation measures that will help a student to know how he is doing and how he can do better.

Results of tests, examinations, observations, interviews, and other data on student progress are too often simply filed away and not used. Thus the value of the appraisal is lost.

"The high school is the great contribution of the United States to education. The high school of today is better than that of the past, but there is still room for improvement. We have the opportunity to make better high schools by improving high school teaching," concludes Dr. Tyler.

# Making Friends of Books

Radio Address Given During Book Week

A. C. HUNTER

Reprinted from *The NTA Journal*

TO me it is an odd idea, this of making friends of books; for I can hardly recall the time when books were not amongst my dearest friends. I can see them amongst my earliest recollections. I suppose I was about four when I first became an owner of a book. I remember its title very well—*Little Harry's First Journey*. I remember it was a biggish book and I remember what a plague I must have been to my elders, carrying it about and demanding to have it read. I don't remember much else about it except a picture of a steam-roller and a man walking before it bearing a red flag. The law required such a man to walk before any self-propelled vehicle in those days. It was thought necessary for the safety of the public, and often when I open the morning paper I think it must have been a pretty good idea after all.

Then there were the Books for the Bairns. A rather eccentric philanthropist, well known in England a generation ago, W. T. Stead, had the bright idea of publishing little books, classics, for the children, at a penny a time: two cents. Just such little books as father could slip into his pocket to take home for the children. There were *Aesop's Fables*, *Reynard the Fox*, and *Jack the Giant Killer*, and they were all illustrated with quaint cuts; and I still remember quite vividly foolish Bruin the Bear with his paw caught in the cleft of the tree. After a while I graduated to *Robinson Crusoe*. A copy which I received as a gift, I don't know how many years ago, and which bears my name inside, written with a schoolboy's flourish in purple ink, is still a cherished possession carried about

with me from place to place.

## Time for Making Friendships

These and many more belong to childhood. Incidentally, speaking of making friends, childhood and youth are the times for making friendships. And it is true of book friends. It is in these glorious years from about ten to fifteen, before "shades of the prison house close upon the growing boy," when to open a storybook is to plunge into blissful oblivion of the world, then it is that you learn the friendship of books. I much fear that if you have not learnt it by then you never will. As to childhood, how often people say that childhood was the happiest time of life. I often wonder if that is true. Certainly I don't look back on my childhood with any such sentimental longing. I do remember escaping through books from the reality of childhood to something better. After all, how much pleasanter than any playground or meadow was the seashore of Robinson Crusoe.

If it is true that childhood is the time when friendships are most easily made, and as also it is true that the impressions made in the mind and heart of a child are indelible, is it not the clear duty of parents to see to it that their children have the friendships of books? Moreover, as conscientious parents are careful to keep their children out of bad company, should they not be careful to keep them from association with bad books? Remembering always, of course, that, except in a broad and general way, the selection of books, as of human friends, is not an easy task. Indeed, those who live in reach of a public library will be wise to make use of the guidance provided

there. Otherwise, you may be guilty of mistakes, one effect of which might be to disgust a child with reading altogether.

#### Possessors of Books

I do strongly urge that you make your children *possessors* of books and not *borrowers* only. Even today, though books have, like everything else, risen in price, few people are so poor that they can afford no books for their children. Children's books can be bought for as little as a quarter of a dollar, and there was never a time when more admirable books, for youngsters of all ages, were published in such profusion and excellence.

"Making friends of books." There is something sentimental to my ear about this expression, and it is always well to see what sentimental expressions really mean. What is it we expect of a friend? Well, there is the old saying, "A friend in need is a friend indeed." That is, you want your friend to be there when you need him, and certainly that is a requirement fulfilled by books. Is it a thrill you want? Get a thriller. You want to know how to build a house or mend your shoes? Well, you will find books will tell you. But if you need your friend there when you want him, you also need him not to be there when you don't want him. And so it is that books are tactful friends, in that they never thrust themselves upon your company. They don't mind neglect. They are content to wait there patiently for months, maybe for years. Their time will come, and they seem to know it. How often it happens to all book lovers to keep a book for years without reading it, and then suddenly that is just the book they want. It happened to me this summer. I have a book which I bought 30 years ago. It has been on my shelf ever since and from time to time I have taken it up and opened it and said, "Sometime I will read you," and this summer I did.

We require also of our friends that they should not cheat or disappoint us. I fear our human friends do disappoint us and we them, so I shall not be so cynical as to say that books never do disappoint us. Sometimes they do. This also happened to me not very long ago. I took up a once-loved friend. It was a novel by Meredith, read at a time when I read them all in interested succession, but now it was meaningless and dreary. My friend had disappointed me. It depends upon the book: and this is indeed one of the tests of first-rate books. To first-rate books I may apply, or misapply, a famous quotation: "Age cannot wither them nor custom stale their infinite variety."

#### Contact With Books

I must confess that to me the true companionship of books means possession. A borrowed book is like a chance acquaintance—the man you meet on a railway journey or at an evening party. The train reaches its destination, the party comes to an end, you say good night and that is that. After all, we do say make *friends* and not borrow friends. One of the tests of friendship is silence. Can you be silent with your friend and your friend with you? Or do you feel constrained to chatter, or to listen; or does the mere fact of his presence suffice? The mere bodily presence of books indeed gives enjoyment. There they stand on their shelves, unopened perhaps for years, dusted occasionally by the conscientious housewife; and they seem to smile as you look their way, and they emanate an aroma, an aura of friendship in which their owner basks. The almost forgotten novelist George Gissing has something of the same kind to say in his *Private Papers of Henry Ryecroft*.

"I know men who say they had as lief read any book in a library copy as in one from their own shelf." To me that is unintelligible. For one thing, (Continued on Page 46)

# Teacher Housing

This excerpt is from the E.I.D. Local Housing survey made of 29 of the 31 teacherages in their division.

## 1. Number of Rooms:

- (a) 3—One-room.
- (b) 14—Two-room.
- (c) 2—Three-room.
- (d) 8—Four-room.
- (e) 1—Five-room.
- (f) 1—Six-room.

## 2. Average Floor Space:

- (a) One-room—187 sq. ft.
- (b) Two-room—288 sq. ft.
- (c) Three-room—450 sq. ft.
- (d) Four-room—550 sq. ft.
- (e) Five-room—480 sq. ft.
- (f) Six-room—646 sq. ft.

## 3. Average Number of Occupants:

- (a) One-room—one.
- (b) Two-room—two.
- (c) Three-room—three.
- (d) Four-room—four.
- (e) Five-room—two.
- (f) Six-room—three.

## Basement or Foundations:

Eleven have cement foundations. Five have basements, not necessarily full.

Thirteen have neither.

## 5. Nature of Flooring:

- (a) Eighteen have floors covered with linoleum. Five report linoleum in poor condition.
- (b) Seven have floors partly covered with linoleum—rest have floors painted. Six report paint very poor.
- (c) Three have masonite floors. (Tile)
- (d) One has varnished fir throughout.

## 6. Interior Decoration:

- (a) Twenty-two have inside walls of wallboard. Ten are painted, four papered, eight painted-papered.

- (b) Two have plaster walls.
- (c) Three are finished with painted ten-test and beaver board.
- (d) Two are finished with painted veneer plywood. *Ten report interior decoration very poor.* Twelve report fair or good interior decoration. Seven make no comments.

## 7. Heating:

- (a) Twelve are heated by kitchen range only.
  - (b) Thirteen are heated by range and heater.
  - (c) One is heated by electric range only.
  - (d) One is heated by central gas furnace.
  - (e) One is heated by central propane furnace.
  - (f) One is heated by central oil furnace.
- Nine report ranges or heaters in poor condition. Some are termed fire hazards.

## 8. Lighting:

- (a) Thirteen report use of gasoline lanterns and lamps.
  - (b) One-room houses averaged 25 sq. ft. of window space. One building was an old school.
  - (c) Average window space of two-room houses is 36 sq. ft. Note: Some are old schools.
  - (d) Average window space of three-room houses is 47 sq. ft.
  - (e) Average window space of four, five and six-room houses is 61 sq. ft.
- (Majority have small amounts of natural lighting. Large window areas of old schools raise the average and increase the draft.)

## 9. Water:

- (a) Twenty-two have outside cisterns.
- (b) Two have pumps in house.
- (c) Three use neighbors' cisterns.

- (d) One has plumbing.  
(Cisterns provided are about 100 yards from the house, on the average.)

**10. Sewage:**

- (a) Twenty - three use outdoor shared privies. (Usually the school's privies.)  
(b) Four have private privies.  
(c) One has sewage plumbing.  
(d) One does not report.

**11. Insulation:**

- (a) Twenty-two have no insulation.  
(b) Three have ceilings, only, insulated.  
(c) Four have complete insulation.  
(d) Eighteen have no storm windows.  
(e) Four have poor storm doors, or only one when two are required.

**12. Location:**

- (a) Two are attached to school.  
(b) Twenty-three are on school grounds.  
(c) Four are not on the school grounds.

**13. Grounds:**

- (a) Twenty-six have no private grounds whatsoever — no fences, lawns, etc.  
(b) One has no definite grounds.  
(c) Two have private grounds.

**14. Shopping Facilities:**

- (a) Nineteen are within one-quarter mile of grocery stores.  
(b) Six are between half and five miles.  
(c) Four are between five and twelve miles.

**15. Telephones:**

- (a) Five have phones in house or school.  
(b) Twenty-one are within half a mile of a phone.  
(c) Three are within one and a half to four miles of a phone.

**16. Post Office:**

- (a) Nineteen are within a half-mile of Post Office.  
(b) Ten are between a half and twelve miles of Post Office.

**17. Doctor:**

- (a) Two are within ten miles of a doctor.  
(b) Thirteen are between ten and twenty miles of a doctor.  
(c) Eleven are between eleven and thirty miles of a doctor.  
(d) Three are over thirty miles from a doctor.

**18. Kitchen Furnishings:**

- (a) Practically all have the following: range, table, chairs, cupboards, washstand, some utensils.  
(b) Two are completely unfurnished.  
(c) Six others are not supplied with ranges.  
(d) Five of the ranges supplied are very poor, unfit for baking.  
It was noted that practically all furnishings supplied are cheap and of poor quality. Seldom, if ever, are the furnishings matched.

**19. Bedroom Furnishings:**

- (a) Practically all are furnished with the following: bedstead, spring, mattress, chest of drawers, clothes closet.  
It is noted again that all furnishings provided are of poor quality.

**20. Living Room Furnishings:**

- (a) Six have heaters.  
(b) One has a table desk.  
(c) One has a lounge and two chairs—in very poor condition.

**21. Other Furnishings:**

- (a) One has a furnace.

**22. General Comfort:**

- (a) Twenty-two are cold and drafty. Floors are especially cold. Several are crowded.

- (b) Four are fairly comfortable.
- (c) Three make no comment.

**23. Transportation:**

- (a) Eleven have daily train or bus service.
- (b) Five have irregular train or bus service.
- (c) Thirteen have no train or bus service.

**24. Social Life:**

- (a) Six have no social life at all.
- (b) Twenty-one have such things as a skating rink, curling rink, community hall, and some clubs.
- (c) Thirteen have theatres.
- (d) Seven have churches of the teacher's denomination.

**25. Rental Charges:**

With a few exceptions, the following rental terms include fuel and water:

Number	Rent Per Month
1	\$ 6.00
1	7.00
7	7.50
1	8.50
8	10.00
5	15.00
1	16.00
1	17.50
1	20.00

Two are under special contracts, and rental on one other not known.

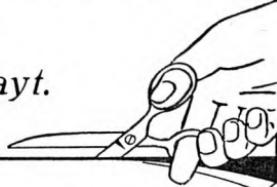
**26. Most Frequent Comments:**

- (a) Very unsatisfactory accommodation for a family.
- (b) Extremely cold and drafty.
- (c) Little or no privacy. Teacherage should be fenced from the school yard.
- (d) With a small house, a basement is necessary.
- (e) House needs to be redecorated.
- (f) House not fit to enable one to invite guests.
- (g) Teacherage needs a new paint job.
- (h) Teacherage is too small.
- (i) Grounds should be provided.

## CLIP CORNER

By

Clayt.



Teachers who DON'T support their professional organization are riding on the coattails of those who do!—*Wisconsin Journal of Education*.

—  
Tax time reminds us forcibly that the more we get the less we got.

—  
"Tis better to give than to lend and the cost is about the same.—*North Carolina Education*.

—  
Patient: "The touch of my nurse's hand lowered my temperature immediately."

Visitor: "I can imagine. I heard the slap all the way down the hall."

—*Co-op News*.

—  
Wife: "Will you love me if I grow fat?"

Hubby: "No, I promised for better or worse, not through thick or thin."

—*People's Weekly*.

—  
Be friendly in disagreement.—*NEA Journal*.

—  
Train up a child in the way he should go . . . and walk there yourself once in a while.—*Josh Billings, NEA Journal*.

—  
On the first day of school, a child said to his mother, "We didn't stay long today. The teachers just came in for a few minutes to get used to us."—*NEA Journal*.

# The "Spark" in Good Teaching

CHARLES BRODSKY

Reprinted from *The Education Digest*

**W**HAT really makes the master teacher? It's that certain "spark" in his teaching. It's not easy to define that spark for it certainly is not the result of one technique or manner, yet it appears in every teacher who makes education a genuine treat for students.

Let's see who are the teachers with that spark. They're all kinds—young, middle-aged, and old, fat and thin, those who carry extra jobs after school and those who go home to relax and prepare for the next day's work.

Your teacher with that spark may be found in physical education or social studies; he may or may not be active in professional organizations. He may be married or single. Nor are the personalities the same. The master teacher may be the one who pours on charm, or the more quiet type.

How does a fair-minded teacher recognize whether he has that spark? Why not check yourself on the following?

1. Do you forget everything except what is going on in the classroom?

2. Do you really have fun in the classroom?

3. Do your classes really enjoy being in your room? Do they feel that something new and different might happen during each class? Do they feel how sincerely interested you are in successful classroom work?

4. Does each student feel at ease with his fellows and with you?

5. Is there so much work going on, so vital to the youngsters, they can't help but talk excitedly to each other from time to time, even while you're trying to get them quiet?

6. Is there a lot of humor and play-

fulness in your room?

7. Do you plan your work with the youngsters so that all of you know where you're going and what you're trying to do?

8. Do you really vary your methods to suit each group and each student? Do you reach into your bag of tricks to get each of those kids in your class working hard at something at which he can be successful? Do you really think about the youngsters as individuals? Do you use every resource—recitation, dramatics, films, records, trips, to enrich the understanding of that class?

9. Does your mind answer "Nonsense" to your fellow teachers who grumble that "the kind of kids we're getting in the school now are so poor in reading, in home backgrounds, in study habits, that you can't do anything with them? Why knock yourself out trying?"

10. Do youngsters open up in class with problems and personal experiences that are unexpected? Is there a group of students that crowd around you after class to continue a discussion for which the class period never seems to have enough time?

11. Are you always discovering some new talents in the ordinary student?

12. Do youngsters tolerate your apparent disregard for marks but work their heads off for some inexplicable reason, like trying to do the job because they like it and want to win your acclaim and that of their fellow students?

13. Is there an atmosphere of friendly give and take in the class, with plenty of student participation?

14. Are your students aware of your scholarship but quite ready to

challenge any part of it without fear of your making it a personal thing?

15. Are you big enough to spend a lot of your time on little things, like reaching for a certain poem to show to a youngster, or meeting him in the library to locate a certain source?

16. Do you get a real "kick" out of the small successes you achieve, like getting a shy youngster to talk before the group, or getting a group to take a trip to a factory or institution, or getting a student with a dislike of academic work to say "Boy, I used to hate history!"

17. Do you find that you never have to think about trying to get the respect of your group because it comes naturally out of the affection

the students in your classes have for you?

18. Do you find yourself telling your wife, husband, or other members of your family about your daily school experiences in a way which makes them envy you your fund and usefulness? Or do your comments provoke sympathy or disgust?

If the answers to all these are generally yes, you're lucky—and so is your community. If too many of your answers are in the negative, there is plenty you can do about the situation besides saying "I'd like to put the bird who wrote this in my classes to see how he would talk to them."

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## FRUSTRATION

### Legitimate and illegitimate sources of frustration in basic skill training

The following is from an article in *Education Leadership*, by Herbert A. Thelen, associate professor of the University of Chicago.

#### Legitimate:

- a. finding one's position as a good group member
- b. frustrating individualistic needs (i.e. status needs) to exploit the group
- c. finding the one's expectancy of leader behavior is unsound; that is, does not fit the situation
- d. feeling guilty because one can't behave the way he wants to or thinks he ought to in the group
- e. discovering that one has lack of sufficient skill or the group has lack of sufficient skill for the individual to make the contribution he thinks he can make
- f. feeling of lack of skill in the group to make progress
- g. developing insecurity because ability to conceptualize what is going on in the group is in-

adequate

- h. feeling that one is a group-centred person who has necessary and right answers which are rejected by other members of the group
- i. feeling that one's desire for dependence on the leader is blocked at every turn.

#### Illegitimate:

- a. withdrawal of leader from appropriate leadership activity such as defining goals, boundaries, behavior, etc.
- b. allowing too many goals to be present without pressing for establishment of priority
- c. allowing too much frustration to result from frustration without suggesting evaluation or some other remedy
- d. allowing individuals, including the leader, to present undue obstacles to progress toward group goals
- e. leader failing to do his part in dealing with frustration from legitimate sources listed above.



## OUR LIBRARY . . .

### **Educational Publicity—**

Benjamin Fine, *Harper and Brothers* (in Canada from *The Musson Book Company*), pp. 320.

Here's a book for public relations committees, press reporters, and teachers in general. Of it, Rex Harlow, in his Editor's Preface, says:

*Educational Publicity* presents clearly and effectively the 'do's' and 'don'ts' in purveying educational news. It points out succinctly, but completely, the function of educational publicity, how it can be most effectively procured through the press, and how to make the most of it after it has appeared.

"The book is equally valuable for the beginner, called upon to produce his first press release, and the 'Old-Head at the Game.' There are few questions which arise in the daily work of a press relations official for an educational institution or system that are not here answered. The product of a master craftsman, the book is written in a style both simple and interesting. It invites reading by anyone concerned with any phase of educational publicity."

### **Publicity, How to Plan, Produce and Place It—**

Herbert M. Baus, *Harper and Brothers* (in Canada from *The Musson Book Company*), pp. 252.

"This book is designed to be of practical help to three classes of persons. The first class are those who practice publicity. This includes publicists, publicity directors of organizations, public relations men, advertising agency men, writers, and

the various media of men who handle publicity.

"The second class includes the large number of people who need publicity for their organization or cause and who should know something about it in order to be able more adequately to supervise the operation. This includes executives in all walks of life, general managers, army and navy officials, promoters, government officials, labor leaders, educational officials, club and organization leaders, and all others charged with the conduct of any organization. It also includes private practitioners in fields that can benefit from publicity.

"The third class are those members of the general public whose intelligence is whetted by an appetite to know what is going on in the world, and how and why."—From the *Author's Preface*.

### **Democratic Government in Canada—**

Robert MacGregor Dawson, *The Copp Clark Company, Limited*, pp. 187.

Published in 1949, *Democratic Government in Canada* gives an excellent, short, descriptive account of Canadian government, national, provincial, and municipal. It can be read in an evening, and so will suit the many who have not the time nor, perhaps, the desire to read long and detailed discussions on this subject.

Most of us are anxious to know more about the fundamental ideas and structure of our government and this book is designed to supply some

of this information. It does so by presenting more than "a bald description of government machinery and formal procedures." It adds glimpses of the colorful personalities actively concerned with the shaping of Canada's Parliament to whom political science owes its "major interest, its fascinating variety, and its inescapable complexity."

#### **Visual Aids—**

Gilbert G. Weaver and Elroy W. Bollinger, *D. Van Nostrand Company (Canada) Limited*, pp. 388, \$6.00.

Designed to develop an appreciation of the value of visual aids and to encourage the more complete use of them, this book presents the various techniques of making such aids so that the teacher can design and construct his own when the need arises.

Most of the examples are cited in the field of vocational education, but the basic ideas are applicable to all levels of education. However, in some sections, especially in the chapter on the making, display, and use of charts, the book loses some of its value from the standpoint of the ordinary teacher because of the extensive use it makes of vocational illustrations.

There are several excellent chapters on the use, care, and storage of films, filmstrips, slides, etc.

While the text is more useful to those teaching in a large, departmentalized, and well-equipped school, it does contain much material of value for all teachers.

#### **Foundations of Reading Instruction—**

Emmett Albert Betts, *American Book Company*, pp. 757.

"The central theme of this book deals with the major problem of the elementary school teacher: how to identify individual needs and how to provide for them in a classroom situa-

tion." The six major emphases which buttress this central theme are differential guidance, general language development, reading readiness, the semantic or meaning basis of language, the social basis of language, and systematic sequences.

The five chapters of *Part One* describe the status quo in traditional schools and give suggestions for reorganization. *Part Two* comes to close grips with the general nature of the reading problem. *Part Three* goes into considerable detail regarding the nature of readiness for reading and the means of appraising readiness for systematic instruction. *Part Four* has been loaded with suggestions for developing readiness for initial reading instruction. The last part deals primarily with two aspects of reading instruction in the elementary schools: how to discover reading levels and specific needs, and how to provide systematic reading instruction differentiated in terms of pupil requirements.

#### **One Hundred and One Metal- Working Projects—**

L. C. Peterson, *The Bruce Publishing Company*, pp. 214.

Subtitled, *A Guide in Shopwork for Students in Secondary, Continuation, and Vocational Schools*, this book presents in ready form, (1) practice exercises for the teacher of metal-work, (2) work specifications for shop directors, and outside preparation for the student.

The series of one hundred and one metal projects, each a separate unit with complete working drawings and directions, is so arranged that the beginner starting with the first problem will find, upon its completion, that he can put this experience to practical use in the second problem, and so on through the jobs.

"The lessons given call for tools, electrical contrivances, and machine equipment that are useful and of intrinsic value."

# APPLICATIONS

*are invited  
for the position of*

## ASSISTANT TO THE GENERAL SECRETARY

*of the Alberta Teachers' Association*

Please state academic qualifications and professional experience. Experience in matters relating to Association activities will be a factor in making the appointment. Other qualifications being equal, preference will be given to applications from those not over forty years of age. Beginning salary \$3500 per year with attractive salary schedule according to the terms of a contract of engagement which will be made between the appointee and the Executive Council of the Association.

According to Section 5, (1) (d) of *The Teachers' Retirement Fund Act*, if the appointee has been contributing to the fund, he shall retain his pension rights.

Duties will commence between July 15 and August 15, 1950.

Applications will be accepted up to May 1, 1950, by the General Secretary-Treasurer of the Alberta Teachers' Association, 17 Imperial Bank Building, Edmonton, Alberta.

- There isn't much wrong with teaching that a good raise in salaries won't cure.
- The key to economic satisfaction for all the people is simple. Just guarantee a floor price to every person for his particular produce or service, with a free market and competition for everyone else's produce and services.
- It has now come to light where Judge Hope of Ontario, who headed the socalled "Hopeless Commission," got his training to qualify as an educational expert. About 45 years ago he was a permit teacher in Ontario, what we would call in Alberta a "sitter."
- School boards are on the horns of a dilemma—if they pay adequate salaries they can get efficient teachers; but, if they pay adequate salaries they may have to raise the tax rate. If they raise the tax rate, taxpayers may complain; but, if they haven't efficient teachers, parents are even more certain to complain.
- Manitoba keeps up-to-date files on school districts and school divisions: "This is a good board. Members are courteous, considerate, and kindly. . . . These trustees are always at loggerheads with their teachers. They have had nine teachers in four years." The above quotes are from reports sent to the Head Office of the Manitoba Teachers' Society by teachers. This service is designed "to steer teachers away from troublesome and unappreciative districts."
- The cost-of-living index was 161.6 on January 31, which is three-fifths of a point higher than on December 31.
- A most worthwhile meeting of trustees, departmental officials, and teachers was held on March 20, at which common school problems and regulations, former and proposed, were discussed. It was suggested that regular meetings of these groups should be held at least twice a year.
- In the past, regulations have been made by the department without consulting either trustees or teachers. Regulations have been made by school boards without consulting either the department or teachers.
- Differences between trustees and teachers have been common in the past because the trustees held that as most boards were reasonable, all boards should have the authority to act "in their sole discretion." On the other hand, the teachers wanted protection for all teachers because only a small number had ever abused their privileges.
- The consensus of the meeting was that all groups should have some say about school regulations, that regulations should guarantee a "square deal" for every teacher, at the same time ensuring that no teacher should be able to take advantage of school boards in the matters of attendance at school, responsibilities, etc.

# Retiring Dean

JOHN MACDONALD

Dean, Arts and Science

IT IS with pleasure that I accept the editor's invitation to write something for this issue on Dean LaZerte, who will retire in August of this year from the position of dean of the Faculty of Education. It might appear superfluous to write about Dean LaZerte to this magazine, for there is no figure in the University or indeed in the province more familiar to its readers than his. It should be of interest, however, to have a statement from one who is in a special position to appreciate the more academic side of his work throughout the years.

I first met him some twenty-five years ago when a vacancy occurred in the Department of Philosophy and Psychology and it was felt desirable to appoint someone whose special interest would be in the field of education. He was offered and accepted the position of lecturer in that department. His specialty on the academic side was physics and mathematics. He also brought with him an intimate knowledge of the educational situation in the province, a knowledge acquired as the result of years of experience as a teacher and an inspector. He entered upon his new duties with enthusiasm and, in the meantime, proceeded to specialize further in psychology and educational psychology under Professor Judd of Chicago, one of America's most distinguished educationists, who had also achieved an international reputation in psychology.

In writing an appreciation of Dean LaZerte, I am at a certain disadvantage which recalls to my mind an incident said to have occurred in the Dominion House of Commons. One member of the House had occasion to talk in very glowing terms of



M. E. LAZERTE

another member of the House. A French-Canadian member, much puzzled by hearing such nice things said about a fellow-politician, interrupted the paen with the question: "Mr. Speaker, is this man dead yet?" Dean LaZerte is very much a going concern and I gladly accept any restraint that this fortunate circumstance may impose.

His special interest on the research side was always tied up with the teaching of mathematics and arithmetic. One of his early publications in this field, entitled *The Development of Problem-Solving Ability in Arithmetic*, was characterized by Professor Judd in an introduction as "representative of the best type of scientific study of pupil's mental

(Continued on Page 47)

# Successor

JOHN MACDONALD  
Dean, Arts and Science

**R**EADERS of *The A.T.A. Magazine* will have been interested to learn that Dean LaZerte's successor as dean of the Faculty of Education will be his long-time colleague, H. E. Smith. Dr. Smith has very special qualifications for assuming the duties of this position.

He is a thoroughly experienced practical teacher. Prior to his coming to the University as a member of the staff of the Department of Philosophy and Psychology, he had many years of successful teaching experience to his credit. He had also a wide experience of other universities, reckoning among his alma maters (if that expression may be used), the University of Illinois and Queen's of Canada. Later on, in connection with his doctoral studies, he was to add the University of Berkley. There was, of course, the usual strange interlude—participation in the First World War. It may be added here that he also participated in the Second World War, this time in a capacity for which his training in the interval had specially fitted him, namely, as a member of the Personnel Division.

He was always deeply interested in the clinical side of psychology. After joining the University staff in 1929, he was closely associated with the work of mental hygiene and child clinics. When it was decided to set up a Consultants' Committee in the University in 1942, he was the logical man to head this organization. The idea was to organize a system whereby Freshmen could have the benefit of advice and counsel from members of the staff, especially in regard to difficulties of a personal nature. As a result of the experience gained with this type of organization, the University decided to embark on a more



H. E. SMITH

ambitious and systematic plan of student counselling not only for Freshmen but for the whole student body. Dr. Smith was largely instrumental in bringing this development about and it will be watched with interest by staff and students alike.

In the meantime, however, other administrative responsibilities had come his way. In 1944 he was appointed director of the Summer Session, and as this was the first session in which the Department of Education session and the University session were merged in one school, the directorship entailed new and awkward problems of administration. He administered the Summer Session for the three years during which the director is appointed to hold office.

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## T. A. Shandro

Tom Shandro has been engaged to look after the Association's interests in the fields of educational publicity and public relations.

Mr. Shandro was born in Alberta. After graduating from high school, he attended normal school and then taught for twelve years. He was assistant manager in a general store for one year, worked on newspaper staffs, radio stations, and for the United Farmers of Canada.

As a teacher, Mr. Shandro was very active in Alberta Teachers' Association affairs and in community activities. In 1933, he won an IODE Scholarship "for contributing the most towards the promotion of Canadian Citizenship among children of foreign origin." In 1937, he was selected leader for the Dominion-Provincial Youth Training Program at Andrew, Alberta.

Mr. Shandro was on the staff of *The Edmonton Bulletin* for 18 months and on the staff of radio station CJCA for five years. During this five-year period, Mr. Shandro won four major awards in radio public relations, including the highly coveted Beaver Award, which was given with the following citation, "for outstanding contribution to Canadian radio in the development and promotion of listener relations."



T. A. SHANDRO

In 1948, Mr. Shandro left radio work to go into the promotion and advertising business for himself. Mr. Shandro has been an active member of the Edmonton Kinsmen Club, was president in 1947, and has served on several national Kinsmen committees. He has also taken part in conducting, publicizing, and promoting numerous other campaigns in Edmonton and Northern Alberta.

Though not a standing committee, the Education Committee has kept in touch with matters concerning education, and adhering to a policy of raising the standards of the profession, made representations to the Provincial Government urging increased teachers' salaries, greater autonomy for school boards and rights of appeal for teachers who have been transferred. The reaction of the Department was encouraging to the members, who feel that beneficial results will be achieved.

—Annual Report, Edmonton Chamber of Commerce.

# Annual Report of the President

Calgary, Alberta,  
April, 1950.

Councillors and

Members of the

Alberta Teachers' Association:

Consideration of the stewardship of our affairs is a difficult and complex task. In a sense, the acid test of the conduct of our business is how well our organization stands the passage of time. Our very nearness to the problems of today and the measures adopted to meet them adds an element of distortion to the whole picture. For this reason, if for none other, it would be presumptuous to attempt any arbitrary assessment of the wisdom of our course over the past year.

As we review the year's activity, there appears the suggestion of flux and transition. We seem to be at or near another crossroads of a kind in our Association history. The institution of the pioneer Alberta Teachers' Association Workshop in August of 1949 resulted from a degree of awareness of the situation; the progress of a continuing survey of Alberta Teachers' Association policy as laid down through past years constitutes another evidence of this developing transition. In my own humble opinion, I am convinced that an era has passed within our Association, that we are groping for the road which will lead us to the next stage of our journey. That we have travelled as far is a tribute to vision and labour of those who pioneered the course for our Association. We should be remiss if we fail to chart our future course as well or pursue it with any less degree of conviction or courage.

In turning to the details of our affairs, I will not attempt to report on each and every phase of our business since the general secretary's

submission is principally concerned with the facts of our operations.

As councillors are aware, much of our service is occupied with salary negotiations. Requests for assistance during the past year have shown sharp increase over the past periods resulting in a sort of bottleneck at head office level. We have attempted to meet this crisis by calling on Executive members to act for the Association during peak periods, but this solution of our difficulty has serious limitations. Executive members will naturally vary greatly in availability, experience, and skill in conducting salary negotiations making it apparent that this method of meeting the problem must be considered as a temporary expedient. It does seem that the whole question is one of considerable significance since, in large measure, it directly affects the economic welfare of our members, and since the problem is very likely to become greater before it lessens to any extent.

We must continue to press for increased grants in aid to education. There has been a disposition in the past to direct most pressure towards our provincial government believing that education grants in the past have been far short of adequacy. Mounting surpluses in the provincial treasury make it all the more necessary that we bring all the pressure to bear that we can secure, for in no other times will the opportunity be better.

One of the most encouraging signs of emerging interest and competency in arranging and directing short term publicity campaigns have been noted in the ambitious program carried forward by several locals during the fall of last year and the spring of this year. Our warmest praise and commendation have been earned.

Pioneer work of this nature is not often rewarded with immediate realization of objectives but it informs the public and adds immeasurably to experience and competency in this new and important field of publicity and public relations.

It does seem that the very best work in publicity must always be done at local level. The Association as a whole may aid in both short term campaigns and in the wider and continuous field of public relations, but it can never take the place of the total efforts of our several locals and individual teachers. The signal success of California teachers in publicizing the cause of education in their state is an object lesson in this philosophy of educational publicity. For our part we must never cease seeking the active support of the public, and all organizations whose assistance can be secured. We must seek and use all tried and proven means for bringing the issues of public education and its finance home to the public and to the government.

In the field of research we have made only minor sporadic exploration. Our hasty submission to the Massey Commission during its sittings in Calgary represents the most of our activity of this nature for this year. While the question of federal aid does not now appear to have been within the terms of reference for the Commission, Dr. Sansom's presentation of our case was well received and well publicized.

There are many problems of considerable importance to education in this province, which invite of a considerable and extensive research program. Our problem consists of selection, direction, and financing.

Fall conventions have been developing steadily. We profit noticeably through the institution of a greater degree of teacher participation both in planning the program and in the subsequent discussions. As

our experience increases, the general tone and value of our conventions should be improved to a very large degree. Workshop-type conventions stress a well-planned program and in some measure de-emphasize the purely inspirational nature which our traditional conventions featured. With this in mind it is of the greatest importance that the closest cooperation between the Alberta Teachers' Association, the Department of Education, and the Faculty of Education be invited, for without a mutual understanding of objectives and responsibilities these groups may fall far short of what they might accomplish. In this connection it is encouraging to note that a recent conference between representatives of these bodies on the subject of fall conventions has ended on a high plane of enthusiasm and confidence.

The search and struggle for real professionalism for teachers will continue to occupy much of our energy and planning. The struggle will continue to be marked with apathy on one hand and by active opposition on the other. We must continue to press for an increasing share in matters of administration and planning for education in Alberta. We must learn to think and act professionally for it is only in that manner that we can realize the real professionalism to which we aspire.

Our national organization, the Canadian Teachers' Federation, is slowly assuming the position of importance which is its right. It has been confounded in part by the use of the divergent views of its member organizations, but these are becoming resolved in the urgency of complete unanimity. The Canadian Teachers' Federation has carried teacher welfare to the federal level with increasing frequency and ability. It appears very certain that with continuing support the Canadian Teachers' Federation will become in

every reality a powerful voice for education and teachers in the not too distant future.

A term of office as president of this Association is an experience which may not be quickly forgotten. The variety of the problems met, and the consistency which which they recur makes certain of the scope and intensity of one's education. You barely become acquainted with some of the issues by the time your term expires. So has it been with me. Yet of this much one becomes positive if he has not been certain before . . . the Alberta Teachers' Association has been, still is, and will continue to be a powerful voice for public education. There can be few more satisfying experiences than having served as your president.

One of the most serious problems facing your Executive during the past year has been the question of building. What seemed to be a provision for the future of no immediate urgency has become a problem of serious proportions since we have been asked to vacate our present offices by early fall. It is our hope that the project of building our Alberta Teachers' Association office in Edmonton can be carried forward without curtailment of existing services, although the problem of finance will be considerable after assuming that our revenue will be appreciably increased by additional fees.

The incoming Executive will have many problems to face, not the least of these being a degree of expansion in our office staff. It seems that routine office work is being handled with competency by the clerical staff, but it appears to be heavily loaded at several periods within an Association year. The Executive feels confident that the general secretary will continue to develop means of handling these periods of overload.

However, your Executive of the

past year is quite convinced that the expanding interest of our Association together with the increase in volume of existing affairs have increased the load on the general secretary to the point where he cannot possibly cope with all matters requiring his attention as they appear.

We feel that he must have full-time assistance in the areas of salary disputes, organization, conventions, magazine, pensions, departmental committees, Alberta Teachers' Association committees, etc. In the past some assistance has been provided by Executive members, but this is not always available at the times when it is immediately required, and as a consequence our interests must inevitably suffer. It does not appear to be a sound procedure to depend on Executive members to assume parts of this heavy responsibility on a part-time basis as an addition to the normal responsibilities of a classroom teacher. One does not acquire the background, the experience, and skills which we require of our general secretary overnight or by periodic assignments to committees. We must have someone constantly available to aid the secretary in all of the fields in which he presently acts in our behalf. I might say that neighbouring teacher organizations in British Columbia and Saskatchewan have long since provided such assistance to their administrative officer.

Our contacts with the Department continue to be satisfactory. We have always received courteous hearing and have had the privilege of debating in detail the issues of the moment. It is of great importance that this spirit of confidence and cooperation continue.

Meetings with the government have been conducted on the same level of courtesy. Cabinet Ministers have continued to discuss matters

which we have brought to their attention with interest and while we may have reason to feel somewhat less than gratified with the outcome of such delegations we must never discount the importance of being privileged to make our representations and to hear the different views expressed by government members.

The work of Dr. LaZerte and his committee in preparing for the Canadian Education Association a report on The Status of the Teaching Profession is worthy of our highest commendation. The work as it has appeared in two reports to the Canadian Education Association

stands as the most comprehensive and authoritative research in that field on the Canadian scene. It is doubtful that anyone can profess to speak with any authority on the problem of teacher supply who is not conversant with the reports. The Alberta Teachers' Association must pay high tribute to Dr. LaZerte for the honor he has brought Alberta in this respect.

May I say in conclusion that I have felt that I have had the active co-operation of the Executive, the general secretary, and the staff during the past year.

Respectfully submitted,  
F. J. C. SEYMOUR.

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## Successor

*(Continued from Page 27)*

Over and above this administrative responsibility, came still another duty, also in the line of administration. For several years he has been representative of the Faculty of Education on the School of Graduate Studies. In view of the large number of education students proceeding to graduate work, and the great variety of programs pursued by these students, this position was anything but a light assignment. But all these particulars are merely intended to illustrate a trait which those who know him have been long familiar with in Dr. Smith, and that is a capacity to get through an extraordinary amount of work. And it is all done in a self-effacing, unobtrusive manner which leaves most people quite unaware that it is happening at all.

It is not necessary to add that he is a past president of the Alberta Teachers' Association and that he has all along maintained close and happy relations with the teaching profession in this province. It should also be unnecessary to add that his favourite subject as a teacher in the Faculty has been the philosophy of education; the number of teachers he has met in this way must be very large.

It is clear that Dr. Smith takes up his new post with a special background of experience for making a success of it. And if that post is in large measure a matter of blood, sweat, and tears (to use the famous Churchillian phrase which I suspect Dean LaZerte considers rather appropriate), we know that "H. E." has the necessary reserves in blood and sweat, and that he is also blessed with a sense of humour that will take care of the tears.

# Annual Report of the General Secretary

Edmonton, Alberta,  
April, 1950

To: Councillors and Members  
of the Executive

Annual General Meeting  
Alberta Teachers' Association

As general secretary, I respectfully submit the following report to the thirty-third Annual General Meeting of the Alberta Teachers' Association.

## 1. Membership

The number of teachers registered as members of the Association on March 1, 1949, and on March 1, 1950, follows:

	1949	1950
Life Members	153	150
(+ new list)		48=198
Faculty of Ed.		
(Edmonton)	728	
(Calgary)		542
		207=749
Optional Members	6	20
Correspondence		20
Branch	69	51
Employed by school boards	5755	6088
	—	—
	6711	7106

## 2. Organization

There are 68 locals and approximately 88 sublocals.

Locals and sublocals are continuing to improve in organization, and to extend their areas of influence. Fifty locals sent delegates to the Banff Workshop last August, where discussions centred on local problems with special reference to group organization, collective bargaining, publicity, public relations, and education writing. As the strength of the Alberta Teachers' Association has always been in the locals, the Association has grown in professional prestige and status as the local associations have grown.

## 3. Publications

Ten issues of *The A.T.A. Magazine*

were published this year, including the special fall convention issue in September.

The editor attended the 1949 workshop in Chicago sponsored by the Kellogg Foundation Fund and again the editor and staff wish to acknowledge our appreciation to Francis S. Chase, director of the Rural Editorial Service and of the workshop, for his assistance and advice in regard to *The A.T.A. Magazine*.

A readership survey of *The A.T.A. Magazine* was made for five issues beginning January, 1949. An analysis of the questionnaires was prepared and a report published in the February issue of *The A.T.A. Magazine*. A questionnaire was printed in the same issue for any interested reader to complete and return to the editor. The results of both surveys have been satisfactory and a number of the suggestions have been adopted.

Nine newsletters have been sent to councillors and secretaries of locals since our last Annual General Meeting.

It is hoped that it will be possible to revise our Handbook and to have a new edition available for September, 1950.

## 4. Research

The grade X survey test program has been completed and the results for the five-year period will be published in *The A.T.A. Magazine*.

The Alberta Teachers' Association presented a brief to the Massey Commission on November 1, 1949. This brief dealt with federal aid and was prepared and presented by Clarence Sansom, past president and honorary member of our Association. The Association is now preparing a more comprehensive brief on federal aid as well as one on what is called, in Alberta, the *county system*, which may

be defined as local government in which the school board is a committee of the municipal council.

M. E. LaZerte, dean of the Faculty of Education, University of Alberta, and past president of the Alberta Teachers' Association, headed a committee of the Canadian Education Association which made a survey of Canadian schools. The report of the committee was accepted in September at the annual meeting of the Canadian Education Association and was published in January. Copies have been forwarded to secretaries of locals. This report is the most comprehensive of its kind ever made in Canada. If used skillfully, it may spearhead much needed and long past due improvements in Canadian education.

### **5. Library**

From February, 1949, to February, 1950, 1,270 books were sent to teachers. Our Library continues to expand. Please note the Library Report in this Handbook.

### **6. Scholarships**

The John Walker Barnett Scholarship for 1949 was awarded to Henry Thomassen of Calgary.

This scholarship is the only substantial one in the Faculty of Education.

The Executive Council of the Association sent letters to all school boards asking them to give one or more worthwhile scholarships to students in the third and fourth years of training in the Faculty of Education. The response has been very disappointing. School boards do not seem to be interested. Apparently the boards are satisfied with the results obtained by giving bursaries to students in the first year of training.

### **7. Conventions**

Nineteen conventions were held in Alberta between September 26 and November 10. The fall convention guest speakers were Ivan C. Nicholas, Donald Nylen, Charles E. Phillips,

and George A. Selke. The Department of Education was represented at all conventions and the Faculty of Education had representatives at several.

A meeting of representatives of the Department of Education, the Faculty of Education, and the Alberta Teachers' Association was held in January, 1950, and it is hoped that some of the objections to sending representatives to the conventions have been eliminated.

Donald Nylen with Bertha Lawrence, W. R. Eyres, and A. R. Patrick formed a committee at the Banff Workshop to prepare an article on ideas for fall conventions, and other meetings. This report should be of value to convention executives and secretaries.

Our conventions are improving every year, mainly because there is increasing teacher-participation in all groups.

The proposed timetable for the fall conventions for 1950 will be presented to the Annual General Meeting for approval. It is on page 59 of this Handbook.

### **8. General Meetings and Workshops**

No Emergent General Meeting was held this year.

The Alberta Teachers' Association held its first workshop in Banff in August, 1949. It lasted for six days and had four groups of fifteen teachers each. The consultants were Elaine Waller, Charlie Ovans, George Cushing, Kenneth A. Pugh, Donald Nylen, and Robert E. McKay. The following attended panel discussions: G. R. A. Rice, Macdonald Holmes, John Huckle, and H. E. Smith. The groups were Publicity and Public Relations, Group Organization, Education Writing, and Collective Bargaining. All locals were invited to send one teacher to the workshop. Also, the teachers' associations in the other western provinces and the Association of Registered Nurses for Alberta

were represented.

The general opinion was that the workshop was successful.

It is planned to hold the second workshop in Banff during the third week of August, 1950.

#### **9. Executive and Committee Meetings**

The Executive Council held meetings on the following dates since the 1949 Annual General Meeting:

April 21, 1949; July 4, 1949; July 25, 1949; September 16, 17, 1949; December 9, 10, 1949; February 4, 1950; March 3, 4, 1950, March 18, 1950.

The A.T.A. Education Coordinating Committee met on January 13, 1950.

The Provincial Salary Schedule Committee did not meet this year.

Resolutions Committee met February 11, 1950.

Library Committee met January 11, 1950.

Discipline Committee met July 9, 1949.

#### **10. Resolutions of Annual General Meeting, 1949**

The disposition of these resolutions has been reported through *The A.T.A. Magazine* and through newsletters to the councillors.

On December 13, 1949, a committee of the Executive, composed of F. J. C. Seymour, president, Edgar T. Wiggins, past president, and the general secretary, met with the Cabinet and with the officials of the Department of Education to present resolutions of the 1949 Annual General Meeting.

#### **11. Electoral Ballots**

Seven electoral ballots were presented to the membership at the fall conventions of 1949. All received a majority vote of the electoral ballots and will be presented to this Annual General Meeting, in accordance with the Bylaws of the Association. A detailed report of the electoral vote appears on page 18 of this Handbook.

#### **12. Discipline Cases**

Two teachers appeared before the Discipline Committee on charges of professional misconduct in that they disregarded their contractual obligations with their respective school boards. Both teachers were found guilty, as charged.

#### **13. Legislation**

At the time of writing, no legislation has been proposed this year, that is contrary to our interests, with the exception of the bill "to provide for the establishment of local government units to be known as counties." Both trustees and teachers have sent strong protests about the contents of this bill (which means abolition of school boards) and the way in which it has been manipulated. Additional information should be available to councillors by April 10, 1950.

The Association has not been successful in obtaining adequate protection for teachers in cases of transfer, or a reasonable minimum salary for teachers. When the committee of the Executive met with the officials of the Department, the committee was informed that it was the intention of the Department to revise *The School Act in toto*, in the very near future, and that at that time the Department would consider recommendations in regard to certain sections of the Act which are now non-operative or obsolete.

#### **14. Pensions**

The Executive is placing before the Annual General Meeting a resolution asking the Executive Council of the Association to recommend to the next Annual General Meeting proposed amendments to the Bylaws, arranged in order of preference.

Please see the report of the Board of Administrators beginning on page 20 of this Handbook.

#### **15. Salaries**

Salaries have not increased very much during the past year. This is due to a number of factors. School

grants were cut in some cases. The Alberta School Trustees' Association opposed salary increases. Zone groups of trustees opposed salary increases. Certain statements made by responsible parties in education were used, either in whole or in part, to build up resistance to requests for better salaries. To staff the schools with teachers, school boards obviously were counting on bursaries to get high school graduates into the one year of training program and/or a business recession which would make teaching relatively more attractive, rather than providing better living and working conditions for teachers.

It is disappointing that the Alberta School Trustees' Association has stressed the need for grants for buildings only, and has not more actively supported our proposals to raise the qualifications for entrance to the Faculty of Education, and to extend the period of training to a minimum of two years. Again this year, the trustees have asked the government to give a bursary to anybody who will take the first year of the teacher-training program. In many cases, these bursaries have been supplemented by donations from school boards. None of which leads to better salaries for teachers.

A committee was appointed to evaluate all courses in terms of university credits, for salary schedule purposes only. The report will appear in an early issue of *The A.T.A. Magazine*. It is recommended to all locals for inclusion in their respective collective agreements.

The Executive Council acted as bargaining agent for the teacher-employees of Bashaw, Bellevue-Hillcrest, Blairmore, Bowness, Ferintosh, Macleod, Medicine Hat, and West Jasper Place School Districts; and Acadia, Clover Bar, E.I.D., Grande Prairie, Lac La Biche, Macleod, Olds, Provost, Red Deer Valley, Smoky Lake, Spirit River, Stettler,

Stony Plain, St. Paul, Strawberry, Sturgeon, Thorhild, Vermilion, Wainwright, and Wetaskiwin School Divisions. Disputes with Sturgeon School Division and Grande Prairie School Division went to arbitration. All other disputes were settled either by bargaining or by conciliation. The general secretary wishes to thank the teachers who represented the Alberta Teachers' Association in these negotiations.

Collective bargaining was one of the topics at the Banff Workshop and the recommendations made by the group were included in Newsletter No. 4 of January 4, 1950.

At the Banff Workshop it was proposed that all teachers should appoint the Alberta Teachers' Association as their bargaining agent but that the Association should act only when requested by the local or its executive to do so. Application forms for certification were sent out in September. Certification is being applied for as soon as the forms are sent to Head Office.

The shortage of teachers was reported by the Department of Education to be less in September, 1949, than it was in September, 1948, no doubt due to the granting of bursaries to students entering the one-year program in the Faculty of Education, the recruiting campaign, low entrance requirements for the Faculty of Education, consolidation of schools, overcrowding of classrooms, and the poor crops in some areas, which forced a number of ex-teachers to return to the classroom. The real shortage of teachers in Alberta, however, must still be about 2,000 and will continue either until a depression returns to the country or until teachers are paid professional salaries.

#### 16. Tenure

The Executive Council of the Alberta Teachers' Association was not able to convince either the Cabinet

or the officials of the Department that the right to transfer teachers might be tantamount to dismissal, and that, therefore, all transfers should be subject to appeal before a neutral body where the evidence is given under oath and is subject to cross examination. The officials of the Department seem to believe that all transfers are made in good faith and in the interests of the pupils, and that boards should be permitted to transfer teachers "at their sole discretion." The West Jasper Place transfer case should make everyone realize—teachers, trustees, and Departmental officials—that teachers must be guaranteed adequate protection in their jobs if they are to enjoy any measure of professional and personal liberty.

#### **17. Teacher Education and Certification**

A few years ago the Senate of the University of Alberta appointed an Articulation Committee to report on the matter of the high school program and university entrance requirements. It is hoped that, if and when, any changes are made in the university regulations, the entrance requirements for the Faculty of Education will be made the equivalent, at least, of those required for entrance into the other faculties.

If this were done in all programs it would raise the prestige of education and the status of the teaching profession, on the campus, and throughout the province.

A committee is to meet to make further recommendations in regard to certificates for principals and for guidance officers.

The proposal sent by the Alberta Teachers' Association to the Board of Teacher Education and Certification that the certification of teachers be simplified and classified according to the length of training, was accepted. The recommendations of the Board have been endorsed by Order-In-

Council and appeared in the March issue of *The A.T.A. Magazine*.

#### **18. Professional Responsibilities**

Professional growth in Alberta is still slow. While a number of curriculum committees are operating, teachers still believe that there is too much direction by officials of the Department. Teachers, the people who teach the children, deserve a greater share in curriculum-making. Also, they must be given time off in order to attend meetings and to do some of the committee work during the regular school day.

It is of vital importance that our representatives on provincial curriculum committees and subcommittees should be appointed by the Alberta Teachers' Association, directly in the case of main committees, and indirectly in the case of subcommittees.

#### **19. Public Relations and Educational Publicity**

The Association is now entering its second year of promotional advertising in Alberta newspapers. This has enabled us to bring our problems, and the importance of schools, to the attention of thousands of citizens. At the same time it has resulted in papers carrying more school news items, frequently written by teachers.

Following the Banff Workshop, where Robert McKay was consultant for educational publicity and public relations, a number of locals organized school publicity campaigns in their respective areas. Lethbridge, Calgary, Edmonton, E.I.D., Medicine Hat, Grande Prairie, and Hanna have run campaigns that have come to the attention of the Head Office. Teachers' associations are becoming more public relations conscious and are bringing the people and the schools closer together by showing that good schools are a good investment and pay good dividends.

**20. Western Conference, Vancouver, November 23, 24, and 25, 1949**

The second meeting of presidents and secretaries of teachers' association in the four western provinces was held in Vancouver, B.C., November 23, 24, and 25, 1949. F. J. C. Seymour, president of the Association and the general secretary represented Alberta. This interchange of opinion and information continues to prove very valuable to all the associations represented at the conference. The agenda included salaries, tenure, pensions, teacher supply, teacher training, grants, publicity, collective bargaining, contracts, and other matters dealing with living and working conditions of teachers.

The following schedule was recommended by the Conference:

(1)

	Min.	Max.
1 year's training	\$1,600	\$2,800
2 years' training	1,900	3,300
3 years' training	2,200	3,800
4 years' training	2,500	4,300
5 years' training	2,800	4,800

(2) Partial allowances: \$60 per university course.

(3) Annual increments: At least \$120 per year.

(4) Allowances for previous experience: (i) Full credit for each year of teaching. (ii) Full credit for each year of war or auxiliary service.

(5) Allowance for administration and supervision: Similar to the provisions for administration in the Burnham Scale.

(6) Allowance for extra-curricular activities: An amount for each unit of work in connection with extra-curricular activities.

Alberta was asked to make a study of the methods of payment for principals and vice-principals and to report at the next conference.

**21. Canadian Teachers' Federation Conference, Ottawa, August 9, 10 and 11, 1949**

F. J. C. Seymour, president, Edgar

T. Wiggins, past president, and the general secretary represented the Alberta Teachers' Association at this conference. There was a profitable interchange of opinion and information among the representatives of the ten provinces, with special reference to salaries, tenure, pensions, and collective bargaining. Three days is not sufficient time to discuss provincial matters, federal matters, and worldwide teacher associations, as well as to deal with officers' and other reports.

Alberta was honored this year in having our past president, Edgar T. Wiggins of Didsbury, elected as vice-president of the Canadian Teachers' Federation, F. J. C. Seymour of Calgary, president, represents Alberta on the Board of Directors.

**22. Alberta Educational Council.**

The Alberta Teachers' Association is a member of the Alberta Educational Council. Each year this council conducts a publicity campaign for larger grants for schools.

**23. Our Relationship with Other Organizations**

Our relations with other groups interested in education have been excellent, namely, with the members of the government, the Minister and the officials of the Department of Education, the Minister and officials of the Department of Industries and Labor, the Dean and the Faculty of Education, the Alberta School Trustees' Association, the school boards of the province, the Canadian Teachers' Federation, The Alberta Federation of Home and School Associations, and numerous other organizations.

**24. Personal**

Dr. Sansom, past president of the Association, was awarded an Honorary Membership in the Alberta Teachers' Association at the 1949 Annual General Meeting. John Walker Barnett, LL.D., General Secretary of the Alberta Teachers' Association from 1918 to 1946, was admitted to Honorary Membership by the Exec-

utive Council, which will be awarded posthumously at the 1950 Annual General Meeting. James Fowler, principal of the Institute of Technology and Art was awarded the honorary degree of Doctor of Laws at Fall Convocation at the University of Alberta. Dr. LaZerte, dean of the Faculty of Education, was elected president of the Canadian Education Association.

The following members of our Association joined the staffs of the Department of Education or the Faculty of Education of the University of Alberta:

T. C. Byrne, M.A., B.Ed., high school inspector; M. O. Edward, M.Ed., superintendent of schools; M. M. Holman, B.Ed., superintendent of schools; N. M. Purvis, B.Sc., superintendent of schools; J. A. Forbes, B.Ed., Faculty of Education, Edmonton.

The names of the teachers who were awarded Life Memberships are listed on page 61.

The names of members who have died this year are listed on the inside back cover of this Handbook.

## **25. Alberta Teachers' Association Building**

In December the Executive Council was notified that the bank planned to erect a new building on the present site and requested that the Alberta Teachers' Association vacate its present quarters as soon as possible. The Executive had two alternatives; one was to find temporary quarters and later rent office space in the new bank building, if and when it is completed; the other was to build at once. The Executive decided that it would

be advisable to build, and accordingly, instructed the architect, Kelvin C. Stanley, to call for tenders with the intention of beginning construction as soon as possible.

### **26. General**

The resolutions submitted to this Annual General Meeting show that teachers' main problems are still related to salaries, pensions, tenure, and personal freedom. However, it should be noted that interest is increasing in professional problems and professional responsibility, such as curriculum-making, teacher selection, teacher training, and teacher certification.

The year 1949-50 may be described as an "educational plateau." If teachers lost no ground this year, neither did they gain any. Our tenure laws are not good enough either to guarantee adequate protection in our work or personal freedom in our daily lives. Our school boards are in danger of losing their fiscal independence, if not their identity. Provincial grants to schools are still inadequate, especially in a province as wealthy as Alberta.

I wish to thank our president, F. J. C. Seymour of Calgary, and the other members of the Executive, Elizabeth Reynolds and the other members of the office staff, the councillors, the many teachers and laymen who individually and collectively have worked for better schools and for the Alberta Teachers' Association during the year 1949-50.

All of which is respectfully submitted,

ERIC C. ANSLEY,  
General Secretary Treasurer.

# Letters . . .

## Gymnasium Equipment

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Write for reservations to  
**Rev. R. A. McLaren**  
Principal

### Home and School Convention

February 22, 1950.

#### To the Editor:

Would you through the columns of your Magazine ask school boards throughout the province to cooperate with both teachers and parents to the extent of allowing members of their staffs time off with no loss of pay to attend the annual convention of the Home and School Federation at Olds on April 17, 18, and 19? Our organization has as its basic principle complete cooperation between parent and teacher, home and school. In the past, we have had only a small percentage of teachers at our conventions because they could not get time off from teaching.

We have a program of excellent speakers and good workshop discussions planned centering around the elementary school curriculum which was our study this year throughout the province. We are sure it would be an inspiration to teachers who could attend as representatives of Home and Schools and it would certainly help further our desire for co-operation.

Thanking you for your courtesy, I would also like to say how much I enjoy reading your Magazine.

Yours truly,  
Dorothy Nielsen,  
Editor, Home and  
School News.

*Editor's Note: Perhaps something might be done for next year to enable teachers to attend the annual convention of the Home and School.*

Lethbridge Publicity Campaign

March 14, 1950.

Mr. Douglas Petherbridge,  
P.O. Box 183,  
Lethbridge, Alberta.  
Dear Doug,

I have been instructed by this Executive Council of the Alberta Teachers' Association to extend through you to the members of your publicity committee and the other teachers who assisted in the work, the congratulations of the members of the Executive for one of the best jobs of publicity ever organized by a local association in Alberta.

You may be interested to know that quite a number of locals conducted very worthwhile publicity campaigns this year, following the Banff Workshop, and it is hoped that the work will not only be carried on next year, but extended.

Yours sincerely,

Eric C. Ansley,  
Alberta Teachers'  
Association.

A Reader Reports

Baltimore 18, Maryland,  
February 28, 1950.

To the Editor:

I have been slow in telling you, but I do want you to know that I appreciate very much your sending me *The ATA Magazine* regularly. Mr. Milson C. Raver, executive secretary of the Maryland State Teachers' Association, told me some time ago that your office is on the mailing list of *The Maryland Teacher*, MSTA official publication.

Particularly, do I want to speak about the January and February

**FREE MOUNTAIN CABIN**

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Calgary to cabin in exchange for  
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**Canadian Youth Hostel**  
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Wanted by the Calgary School Board, Supervisor of Music for Grades I-XII, salary according to schedule, applications received until April 30.

**G. R. GELL**  
Secretary-Treasurer,  
Calgary School Board,  
McDougall School,  
Calgary, Alberta.

**Medicine Hat City Schools**

There will be vacancies on the Medicine Hat Teaching Staff for Elementary Teachers with duties to commence 1st September, 1950. Application Forms and copies of Salary Schedule will be forwarded upon request to the undersigned.

**G. H. Davison, Secretary,  
Treasurer,**  
Medicine Hat School Dis-  
trict, No. 76,  
Medicine Hat, Alberta.

Applications will be received until April 30, 1950, for the position of teacher of Dramatics and English at the Victoria Composite High School, Edmonton.

**R. S. SHEPPARD,**  
Superintendent of Schools,  
518 Civic Block,  
Edmonton, Alberta.

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issues, 1950, to which I have given  
special attention. In the January  
issue I have enjoyed Clip Corner,  
Teachers Can Be Unforgettable, Pub-  
lic Relations Enemy No. 1, Some  
Ways to Destroy—to Build a School.  
It is an excellent idea, I think, to  
publish such articles also as yours on  
What Teachers Should Know About  
School Finance. Experiments in  
Composition is also excellent. I was  
happy to recognize the name of one  
of my teachers of years ago, Walter  
P. Pitkin, in one article.

The stick figures in Cold Proof  
Your Classroom on page 36 are ef-  
fective.

In the February issue, the follow-  
ing appealed to me: Teacher or Child  
—Who Wants to Know, Public Re-  
lations Enemy No. 2, and Our Read-  
ers Report. Several of the items in  
your Sparks department also appealed  
to me.

I appreciate your thoughtfulness  
and will always value our association  
in Washington a summer or two ago.

Sincerely yours,

James C. Leonhart,  
Director of Journalism,  
Baltimore City College.

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CATALOGUE ON REQUEST

# The Story of Oil

A Project Kit is being made available FREE to teachers, upon request to the British American Oil Company. This School Project Kit consists of cardboard models showing every phase of oil production, for use in grade school education.

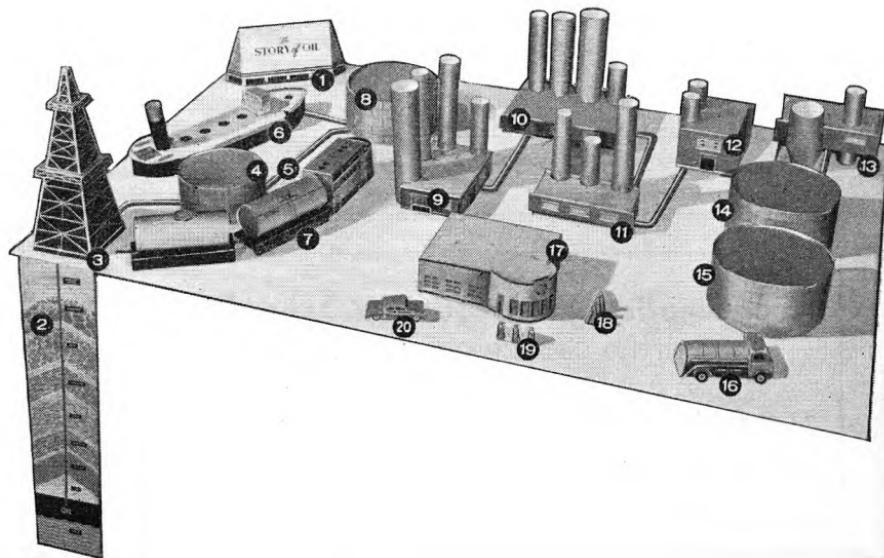
A 14-page booklet, "The Story of Oil," is written in language a grade school child can understand, and takes them, with their teacher as guide, through the refinery, cracking unit, and finally to the gas pumps of the country. This booklet is issued with each Project Kit.

The cardboard models, a brightly coloured assortment of derricks, storage tanks, railway cars, and even an oil tanker, measures 60"x40" when put together in "village" form. It

comes in four large cardboard sheets which children can cut out and assemble.

Modern educational methods, which stress the visual approach to education, will approve this means of teaching the grade school child how one of the world's (and Canada's) most important products is discovered and manufactured. This Project Kit was pre-tested among a number of school teachers and most enthusiastically recommended by them, before being produced in quantity.

It is available free of charge to school teachers interested, by writing to the Advertising Department, The British American Oil Company Ltd., 108 Peter Street, Toronto.





# Official Bulletin, Department of Education

No. 130

## Multi-Sensory Aids in the Teaching of Mathematics

The colored filmstrip of the above title may now be obtained on loan in the regular manner from the Audio-Visual Aids Branch. It contains 25 illustrations of concrete multi-sensory aids which were developed by the class of John C. Charyk in the 1949 Faculty of Education Summer Session. The photographs were taken and the filmstrip produced by the Film and Photographic Branch, Department of Economic Affairs, Government of Alberta. Mr. Charyk has also prepared a manual which discusses each illustration in detail.

This should prove an interesting filmstrip for the use of teacher groups in the course of inservice study. It should be presented by someone who has made himself thoroughly conversant with the materials which Mr. Charyk has presented in the manual.

## Audio-Visual Notes

The following free or inexpensive

filmstrips will be of interest to those who are setting up school filmstrip libraries:

## Machine Sewing—Grade VII and up.

This filmstrip may be obtained free of charge from the Singer Sewing Machine Company, 10356 - Jasper Avenue, Edmonton. With it the Singer Company can also supply a large wall chart which can be used with the strip. A Teachers' Guide accompanies the filmstrip.

## Australia, Country with a Future—

Grade VI and up.

This may be obtained from the Australian News and Information Bureau, 636 Fifth Avenue, New York 20. Or you can try Office of the High Commissioner for the Commonwealth of Australia, Ottawa, Canada. Price \$1.65.

Schools which have been using film materials of any kind have been advised of other filmstrips through our *Notes to Users*. Copies of this can be sent on request.

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S2-7	.....	.75c	S2-16	.....	.70c	S2-5	.....	40c
S2-9	.....	.95c	S2-17	.....	.65c	S2-6	.....	40c
S2-10	.....	.75c	S2-18	.....	.65c	S2-7	.....	40c
S2-11	.....	.60c	S2-20	.....	.60c	S2-8	.....	40c
(3 letters, 50c;			S2-22	.....	.60c	S2-9	.....	40c
2 letters, 40c)			S2-23	.....	\$1.35	S2-10	.....	40c
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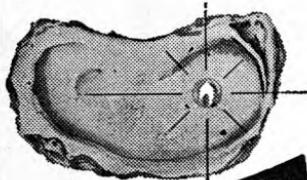
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### MAKING FRIENDS OF BOOKS

(Continued from Page 16)

I know every book of mine by its scent, and I have but to put my nose between the pages to be reminded of all sorts of things. My Gibbon, for example, my well-bound eight-volume Milman edition, which I have read and read and read again for more than thirty years—never do I open it but the scent of the noble pages restores to me all the exultant happiness of that moment when I received it as a prize. Or my Shakespeare, the great Cambridge Shakespeare—it has an odour which carries me yet further back in life; for those volumes belonged to my father, and before I was old enough to read them with understanding, it was often permitted me, as a treat, to take down one of them from the bookcase, and reverently to turn the leaves. The volumes smell exactly as they did in that time, and what a strange tenderness comes upon me when I hold one of them in my hand.

Like Gissing I need to be with my books. I look up from my chair and over there I see a little book with a funny flat back. It is a copy of the *Last of the Mohicans*. It is one of the first issues of the original Nelson's Classics, and it cost exactly six pence: twelve cents. Wonderful value for twelve cents as is still the modern series at seven times the price. This particular one was very precious to me because it is the first book I ever bought with my own saved-up pennies, and in those days even six pence took some saving up. I well remember the purchase, because I felt somewhat disappointed that the shopman showed so little appreciation of the importance of the event. He sold me the book as he might have sold anything. There it is, still; and it illustrates the truth that true book friends, like true other friends, bring with them the treasure of association. The mere sight of them, the mere sight of the faded covers, is enough to bring those associations back.

## RETIRING DEAN

*(Continued from Page 26)*

processes"; and Judd was not a man to throw bouquets around freely.

In the meantime, important changes were taking place. The University was asked to accept responsibility for the training of all high school teachers and a School of Education was organized. Dr. LaZerte was the inevitable choice for heading the new school. He coped with the many difficult and delicate problems that arose with characteristic energy and devotion. In 1942 came a further development. It was decided to organize a Faculty of Education within the University. Again, the inevitable choice for dean was Dr. LaZerte, and he found himself with the task of organizing a program for the degree of the new faculty. This was only well on the way when the most momentous step of all was taken, namely, to throw the responsibility of all teacher-training on the University. The resulting problems were numerous and serious and, at the present moment, Dean LaZerte and his colleagues (consisting largely of staff members of the former normal schools) are very much engrossed in them.

While these developments were in progress, important honours came in the way of the Dean of the Faculty. He was president of the Alberta Teachers' Association, twice president of the Canadian Teachers' Federation, and at the moment is vice-president of the Canadian Education Association. He is also a member of the Canadian-United States

Committee on Education. In these capacities he has rendered signal service in arousing the public conscience to a sense of the duty it owes, and is conspicuously failing to discharge, to the teaching profession. (At the moment of writing, it is announced on the radio that he has been selected as one of the Canadian representatives to the general UNESCO Conference of Florence next summer.)

Only those who see the position of dean of Education from the inside can have any idea of the difficulties of it. The dean must be more than Janus-faced—that is merely a matter of being able to look in two directions at once. He must somehow contrive to keep his eye on the general public (which usually means parents with troublesome children), on the Government Department of Education (which has always a vital interest in teacher-training), on his colleagues in the teaching profession (who expect him to give their interests priority always) and, finally, on a watchful University Council interested primarily in the maintenance of sound academic standards. The present dean has fought valiantly on all those fronts.

It is gratifying to think that he will continue his connection with the University, returning, as I understand he plans to do, to his old love—research in the teaching of mathematics. Let us all then wish him many good years to come, a wish that also includes Mrs. LaZerte, whose kindness and hospitality many students in the Faculty of Education will long remember.

# Common Errors on the 1949 Grade XII Examinations

Compiled by N. A. WAIT

A.T.A. Representative, High School and University Matriculation Examinations Board

**I**N compliance with a request made by the Alberta Teachers' Association, subexaminers were invited by the Department of Education to submit reports on the common errors of students writing the June 1949 matriculation examinations. Material provided by subexaminers in response to this invitation was consolidated in a report from the chairman of the group. Permission to publicize these reports has been granted by the Examinations Board.

Following are reports from the various groups. It might be pointed out that subexaminers, reading as they do so many papers varying widely in quality, are in a position to give to teachers a comprehensive report on common errors. The compilation of such an analysis should be recognized as part of the work of the sub-examiner. It is not to be thought that some of the subjects lend themselves more easily to this type of analysis, for all subjects should be equally capable of being treated in such a manner that the common errors may be listed and examined.

## Social Studies 3

1. Students seem to use one quality of English when writing an English composition and another quality when they write anything else. This would indicate that not all teachers are teachers of English. The quality of English on the Social Studies 3 paper was generally poor; though, as expected, it was greatly improved in the essay which, the students knew, was to be marked for English.

2. Possibly because short answer questions are now so commonly used by teachers and the essay type is being generally dropped, many students seem unable, or unwilling, to

write complete sentences, or even phrases, complete enough to be considered as satisfactory answers. Many marks are lost because of incomplete answers, though the students may have quite complete knowledge.

3. Generally, students' knowledge of geography is lamentably poor.

4. The candidates show marked ignorance of the fundamental principles of government. Such terms as "responsible government," "national sovereignty," "autonomy" meant little to them. Students seem content to repeat expressions, parrot-like, and to have only a superficial knowledge of what they are writing.

## Literature 3

1. *Spelling*: While pupils persist in misspelling words like "rhyme," it is impossible to guess what percent of spelling errors can be attributed to ignorance and what percent to carelessness.

2. *Grammar*: "has went," "could be took," "He don't." Carelessness possibly plays a lesser role here. Remedies suggested are: (a) Increase time for English. (b) Strive for improved attitude.

3. *Ambiguities*: (a) Unrelated pronouns. (b) Wrong conjunctions, e.g. "which" for "who." (c) misplaced clauses, e.g. "He had taken the crown from Arthur which was not his."

4. *Lack of vocabulary*: In Question 15, pupils did not know the meaning of "aesthetic" and "humanity."

5. *Lack of Grasp—in Poetry*: In Question 4, Poem D (1), pupils gave every conceivable answer for "it"—wind, river, camel, donkey, horse, colt, death, sun, goat, deer, snake, automobile, moon.

Are these wild guesses? Have pupils

developed an attitude of defeatism, when confronted by poetry? (There is a wider question here. Do people, young and old, avoid poetry because they cannot grasp the meaning in one reading?)

6. There is ample evidence, from the reading of these papers, that pupils do not give sufficient time to reading instructions and questions before "slapping down" the answer.

7. Too many pupils use up much of the limited space allowed for answers in repeating most of the question—elementary school style.

8. *Hedging*: Pupils, through "wordiness" and vagueness of expression, appear time and again to be trying to cover all possible answers. They appear, at times, to have a genius for avoiding saying anything specific.

9. *Lack of Dignity and Maturity*: Use of slang, improprieties, colloquialisms, coined words, and threadbare cliches. How much of this is traceable to attitude? To what extent are we to blame?

10. *Inability to Generalize*: While pupils give vague generalizations when they should be specific, they fail to generalize when they should, e.g., Question 4, E (2) re Richard Cory.

11. *Penmanship*: Untidiness.

#### Language

The markers of Language, 1949, noted with pleasure that there were many students in the province who are being given some real motivation in the field of English. The best papers were a combination of proper mechanics, appropriate vocabulary, and vivid style.

The age-old problems of question interpretation, poor writing, spelling errors and questionable grammatical usage have certainly not been solved by the students or their teachers.

The thought was expressed that there is a great challenge for all teachers in training the young people of Alberta to express their ideas in

the best possible manner.

"Results are the best criteria of what has been taught."

#### Algebra 2

The Algebra 2 group of the sub-examiners finds that errors occurred most frequently in the following questions: Page 5, Nos. 11, 21 and 22; page 7, Nos. 26 and 27; page 8, No. 28 (a); page 9, No. 29, first term, No. 30; page 11, No. 34; page 13, No. 38; page 16, No. 43.

#### Trigonometry and Analytical Geometry

Section A of this paper was machine scored. The following report concerns Section B only.

*Question 41.* In the last part of this question many found functions of  $330^\circ$ .

*Question 42.* Here the expansion of  $\sin(\alpha - \beta)$  was used instead of  $\sin(\alpha + \beta)$ .

*Question 43.* The quadratic was poorly solved. Many transposed the constant term and tried to factor  $6\cos^2 x - \cos x$ . Many attempted to solve by a table of values rather than by the natural cosine table.

*Question 45.* Here there were many errors in characteristic, and many in addition and subtraction.

*Question 46.* Many put a 1 or a 2 before the significant figures, as if writing a characteristic.

*Question 47.* Some wrote formula for  $\tan A/2$  and some used the positive sign in the denominator.

*Question 48.* The 2 in each product was often left out.

*Question 49.* The right angles were often all placed at the base of the tower.

*Question 50.* The cosine formula was not written in the most convenient form for finding A. Too little use was made of facts gathered in "a" to find "b."

*Question 51.* In this question there were many mechanical errors in finding midpoints.

*Question 52.* Many attempted to find the intersection of medians.

There were many mechanical errors. One of the commonest gave  $165/35$  as 5.

*Question 53 (b).* The answer was often given as  $7x+3v+8 - \sqrt{58}$  or  $7x+3v+8/\sqrt{58}$  without completing the equation. The minus before the radical was often omitted.

*Question 54.* A point on directrix was used instead of directrix.

*Question 55.* Co-ordinates interchanged frequently and a number used rather than an equation as  $1\frac{1}{4}$  for  $x=1\frac{1}{4}$ .

*Question 56.* In this question  $\frac{(v+4)^2 - (x-3)^2}{12 - 4} = 1$  was used instead of correct answer.

## Chemistry 2

In the B section of the Chemistry paper, which contained many questions requiring descriptive or essay type answers, there was evidence that the students did not organize their work so as to make room for the essential facts in the space on the examination paper at their disposal. Many students used up their allotted spaces with introductory statements and probably omitted important relevant material because of a lack of space. For example in the question on the contribution of six scientists in the field of atomic structure since 1800, many students started in with Thales, Benjamin Franklin, and John Dalton. Often these students knew the achievements of recent workers on the atomic bomb but did not get started on these until most of the space was used up.

This tendency was also observed in the question on the industrial uses and properties of copper. Students should be taught to condense their knowledge in answering this type of question.

Question 57, which called for an explanation of certain reactions and their equations, revealed that many students memorized equations without understanding their significance. This is particularly true in the case

of ionization reactions, reversible reactions, and reactions which only work under specific conditions. For example, to many students hydrolysis and neutralization are regarded as being equivalent terms in the case of a copper sulfate solution; ferrous hydroxide was described as a "soluble precipitate" whilst ferric hydroxide was thought to be an "insoluble precipitate";  $\text{Ca}(\text{HCO}_3)_2$  was described as a soluble substance and a precipitate in the same paragraph and very few seemed able to explain the reason for a reversible reaction in the case of sodium chloride plus potassium nitrate.

The oxidizing action of nitric acid on a ferrous sulfate solution and the reducing action of nascent hydrogen on ferric sulfate was understood by a very limited number of students.

The three elements represented by the symbols Mg, Mn, and Hg are widely confused.

A greater familiarity with the laboratory course is needed by most students with more attention to the actual observation of experimental results as well as the writing of equations.

A more complete understanding of ionization and ionic equilibria is needed and a distinction made between "replacement" and "double decomposition" reactions. For example, in the reaction between sodium chloride and potassium nitrate many students associated the reaction with the fact that potassium is above sodium in the electrochemical series.

There appeared a wide-spread belief that the atomic number is necessarily one-half the atomic weight. In the question on the structure of the argon atom many students "corrected" the question making the atomic number "20" instead of "18."

Many students who were able to draw the atomic diagram failed in interpreting it. A full outer ring of eight electrons should suggest at least one of the inert gases.

In the system of analysis the "columns" in the cation analysis should not be regarded as official. Students gave "Column 1" or "Group 1" in place of Ag, Hg, and Pb ions. Others, while correctly naming these ions, failed to specify as to whether they were present or absent in the solution.

Other errors which were encountered frequently were:

The use of  $\text{CuSO}_4 \cdot 2\text{H}_2\text{O}$  for gypsum instead of  $\text{CaSO}_4 \cdot 2\text{H}_2\text{O}$ .

The formula  $\text{NaOCl}_2$  for sodium hypochlorite and the liberation of hydrogen in the reaction between chlorine and sodium hydroxide.

The general belief that the Br ion is yellow or brown.

The wrong formula for calcium bicarbonate.

The belief that many coins are electroplated.

The confusion of soda ash, potash, and lime.

The evidence seems to point to the fact that not enough emphasis is put on laboratory work in many schools of the province.

## Physics 2

1. Questions pertaining to laboratory exercises are not answered with precision. Answers too often are vague and miss the main point of the question.

2. The wording of Question 16 seems to have confused many students who sought an answer in some characteristic of the compass needle rather than in the steel of the submarine.

3. Students are not familiar with the names of the scientists asked in Question 17.

4. The correct answer to Question 26 evaded most students. They failed to realize that  $980 \text{ cm} = 32 \text{ feet}$ .

5. The time "t" in Question 44 (f) was often incorrectly expressed in minutes instead of seconds.

6. The answers given to Question 45 (e), (f), (c), and (h) very rarely brought out the points contained in the key.

7. Students were very often undecided on the use that could be made of the data supplied in Question 46. Indeed, probably the majority made no use of it whatsoever and left the spaces blank.

8. Question 48 was poorly answered. The proper application of formulas of motion was very faulty.

9. Probably the chief error in Question 49 was the mistaken notion that the voltage across the resistance is the same as that of the battery. However, many students found the whole question too complicated to enable them to attack it systematically.

10. The effective voltage (30 volts) was very frequently used in Question 50(b) instead of 110 volts which is supplied to the meter.

## Biology 2

Question 1. In (1) Orthoptera was given in many cases instead of Coleoptera.

Question 2. In (c) Diaphragm was used instead of Trachea.

Question 5. In (r) Glycogen was often given instead of Hepatic.

Question 7. In (b) few used Genotypes and Phenotypes. Markers accepted pure and hybrid.

Question 8. In (h) many students did not distinguish between Physiological and Anatomical. Many gave four-chambered hearts instead of constant body temperature.

Question 10. In (c) this diagram was taken for an ear.

## French 3

Question 1. In replacing nouns with pronouns the errors occurred in the position of the pronoun rather than in its form. e.g. Je viens de *les y* acheter.

Question 2. Part (3) many students failed to recognize the aspirate "h" in "héros" i.e. *ce héros*.

Parts (7), (8) and (9) indicated that many students had not assimilated the French 2 lessons on relative and interrogative pronouns.

Part (13) and other questions on the paper show a need for more at-

tention to the use of the preposition with certain infinitives. (Lesson 23 of Travis).

Part (14) here and elsewhere on the paper many students failed to recognize that expressions of quantity are followed by "de."

*Question 3.* Attention of the students should be called to the fact that *any error*, no matter how slight, reduces the marks in a given question (i.e. the wrong use or the omission of an accent, a cedilla, a hyphen, an agreement, etc.) In sentence (1) "belle" was often loosely used instead of "jolie." Sentence (2) involved the use of the demonstrative pronoun as taught in French 2; some students attempted to avoid it by writing "les yeux de sa soeur" rather than "ceux de sa soeur." The word "like" (comme les vôtres) was sometimes carelessly translated by "aimer." Sentence (3) produced the worst answers, largely because of the compound tenses involved. "Nous ne nous serious pas amusés autant si nous étions allés à ce théâtre." "Cinéma" was often loosely used for "théâtre."

*Question 4.* Showed evidence of a thorough knowledge of verb forms on the part of the majority of the students. The subjunctive forms were the least well done, except for part (f) which was very poorly answered. One might deduce that some students, while knowing the verb forms, are unable to use them correctly in sentences. Students had great difficulty in getting the *feel* of the passage.

*Question 5.* (a) Thirty-five per cent of the students made over half marks on this question. On the whole, "s' éloigner" and "lourd" were two words most frequently missed.

(a) Taking a sample of 100 papers, only 13 per cent made over half marks on this question on definitions. Students on the whole seemed unprepared for this type of question.

*Question 6.* Taking a sample of 150

papers, only 8 1/2 per cent of the students made more than half marks. The errors indicated a lack of knowledge of the past definite or past historic tense. Many papers showed a lack of French vocabulary, the words most frequently missed being: déranger, éclairée, suspendue, appartenait, partout, pattes.

Answers to this question contained:

1. Common errors in the use of prepositions such as:
  - (a) Vous voulez *de* me voir.
  - (b) facile *à* voir.
  - (c) éclairée *avec*.
  - (d) *avec* ses pattes.
2. Common errors in grammar such as:
  - (a) un gros morceau *du* pain
  - (b) un bol *de la* soupe.
  - (c) suspendue *de le* plafond.
3. Common errors in idiom such as:
  - (a) *C'est tard.*
  - (b) *Il fait tard.*
  - (c) si vous *avez* le souper.

*Question 7* on pronunciation was quite well answered by the majority of students, and perfectly by many.

*Question 8* was in general, poorly answered. Of the 120 papers observed, no one received more than 6 marks out of a possible 8. Most of the marks fell between 1/2 and 4. Five zeros were recorded. The inverted order of cardinal and ordinal numerals as compared with English usage, and taken in French 1 seemed to have been completely forgotten; e.g. part (6) "les dix premières pages." The special use of the future tense in part (9) was not understood by the majority of the students; e.g. "quand j'aurai vingt et un ans." Many could not write the number in this sentence.

*Question 10.* Students should be warned against inserting English words in these sentences to replace French words lacking in their vocabulary. A few lost marks in this question because they failed to answer in complete sentence form, as instructed; e.g. sentences starting

# Commons Errors on the 1949 Grade IX Examinations

K. B. MEIKLEJOHN, Calgary

## Language:

### Spelling:

This was very weak throughout the paper. Students were careless, words were often copied incorrectly.

### Plurals of Nouns:

Much confusion evident. Possessive cases rather than plurals were frequently given.

### Vocabulary and Dictionary Work:

Students lacked practice in the use of the dictionary. Guessing was evident.

### Essay:

Students identified themselves by giving names, home addresses, etc. in 50% of the letters.

**(Literature—**Specific errors not emphasized by examiners.)

### Social Studies:

A very great weakness in geo-

graphical knowledge was apparent. Many marks lost through spelling errors and carelessness.

### Other Causes of Low Grading:

1. Lack of interest by pupils.
2. Pupils too crowded with extra-curricular activities and home duties to give proper time to preparation.

## Mathematics:

Answers showed lack of understanding of certain basic mathematical facts in—

1. Loci.
2. Converse statements.
3. Graphs.
4. Equal sign (=), used loosely and incorrectly.

## General Science and Health:

Greatest weakness of information was found in the Health section.

---

with "parce que" are not complete. Some failed to note the tense in which the question was asked, and answered indiscriminately in the present, imperfect, past indefinite, or past definite.

### Latin 3

While there appeared to be an improvement in the preparation of candidates for the Latin 3 examination, the subexaminers noted some common errors:

1. In the vocabulary Question 5, errors occurred either from choosing a part of speech other than the one asked for, or from a failure to give

the dictionary form required.

2. A tendency to attempt impersonal passive constructions for active intransitive verbs, as in Questions 6 (a) and 7 (a).

3. In the paragraph from English to Latin, Question 9, instead of infinitive constructions after "had in mind," "hoped," "understood," and "wished"; an "ut" was often inserted and a clause attempted.

4. In the use of subjunctives in sentences, Question 7, there was the usual weakness in the sequence of tenses.

## Let the Teacher Beware!

(Continued from Page 10)

finally established that this was a symbolic gesture, a manifestation of the poor fellow's desperate attempt to adjust his personality to the small cheques he was receiving.

The cause of the malady has been discovered by the famous Dr. Fisquall Farrit. Through the handling and signing of certain papers in the spring, the teacher contracts financial fever, but the symptoms may not appear until late in the following fall.

Strangely enough, no quarantine is suggested for this disease. On the contrary, it is recommended that as many as possible of the school people susceptible to the malady get together when the fever is at its height! Then, through cooperative effort, they may be able to secure sizeable amounts of "shekel serum," which is guaranteed to prevent the attacks if given in large enough doses.

### Extracurricular Exhaustion

Several psychological illnesses merit our consideration. One which is very widespread is *Extracurricular Exhaustion* or Field-Day Fatigue. After such trifling work as a schedule of classes each day, teachers must be kept interested and alert by "outside activities." Student clubs, school plays, the PTA, faculty meetings, special help to slow students, coaching anything from football to chess, conferences with parents, making speeches—these and many other splendid contacts and diversions are provided by thoughtfull school officials.

After tramping around regularly to seven or eight of these activities, however, some of the weaker instructors occasionally show signs of bewilderment and strain. Classroom tantrums, faculty fights, homicidal wishes, and other little idiosyncrasies

begin to develop. And a few of the more articulate victims walk about muttering such sparkling epigrams as "Nuts to this!"

### School Teacher's Schizophrenia

Then there is *School Teacher's Schizophrenia* — Personality split against the grain. It has its inception in the constant conflict between what the community expects of the teacher and what the teacher would like to expect from the community—personal freedom.

The social-science instructor hovers nervously on the verge of expressing a political opinion, but finally gives it up and sneaks off to vote, hoping no one will trace his fingerprints on the ballot. The English teacher stealthily approaches the newsstand to buy his little daughter a child's magazine. But the clerk turns out to be one of his students, with a wise-crack about his taste for good literature. And Miss Talbot, who coaches dramatics, stays away from the important movie on "modern morals" because she knows that the student gestapo is everywhere and a dozen spies would report her "interest in evil."

After a few years of this, a padded cell would be so comfortable—but what would people say!

### Classbell Nerves

A disorder exceedingly prevalent among instructors is *Classbell Nerves* or the Jangling Jitters. It is a psychological difficulty induced by being caught, time after time, right in the middle of a sentence by the loud clang of the dismissal bell. And teachers, thoroughly conversant with what happened to Pavlov's dogs at the ringing of a bell, swallow hard and wonder if they are leading a dog's life. Many of them manifest strange conditionings and some develop severe neuroses.

A case in point is the action of the teacher who, hearing his alarm clock ring in the morning, jumped out of bed screaming, "Take Chapter Eight tomorrow and be sure to bring your notebooks!"

And instructors with classbell nerves frequently suffer acute social embarrassment. There was the time Miss Duffy, daydreaming in PTA meeting, heard the phone ring in the office across the hall. Reacting automatically to her classroom conditioning, she promptly arose and astonished the assemblage by announcing: "You're dismissed. Go quietly, and be sure to pick up the paper wads under your seats."

Teachers also develop allergies. There are certain types of youngsters they can't stand, and often a violent reaction occurs upon contact

with them. Teachers suffer from the troubles of adolescence all their lives—other people's adolescents. They develop flat feet from studyhall patrol and classroom stoop from leaning over pupils' desks. Loss of memory—in their students—plagues them constantly. They have dizzy spells trying to keep up with the schedule, and earache from youngsters' noise. And headaches, high blood pressure, and the general jitters are very prevalent among their ranks.

But in spite of all this, these queer people go right on teaching. All of them are afflicted with the strangest malady of all—the *Teaching Fever*—for which there is no known cure, and which renders them deaf to all warnings about the hazards to be found in education.

After a long, long day, sometimes I have the fancy that being in the teaching profession is something like being in a Golden Gloves competition, only here you never win by a knockout.

You are in the ring with the parental populace looking on, slugging that lout Ignorance, round after round. Sometimes you think you have him on the ropes, but the next minute he has you down for a count of nine. You pull yourself up and go on until some niggardly pension scheme allows you to retire, practically unconscious, back stage and you spend the small years of your life doing a little needle-work and looking after your nephew's kids.

But nine o'clock rolls around again. . . . Willie Podmeroff, the scourge of Willow Creek playground, puts his literature book down before you with a thump.

"I can say four verses of memory work, Teacher." You sense that this is an occasion.

"But I only asked you for three verses, Willie."

"Aw, that's all right; it wasn't hard. I kinda like that piece."

And then at recess you playfully ask little Mary Rogers what she is going to be when she grows up. She looks up at you like a Joan of Arc looking at the French flag and says, "I'm going to be a teacher just like you."

—C. McF.

# News from Our Locals . . .

## ALIX-MIRROR

### H. C. Brooks Shows Films

The early part of the March fourteenth meeting was spent by the teachers at the UFA Hall where H. C. Brooks showed pictures of educational value. After the films, the teachers went to the Alix School where business was conducted during the lunch period. The chief business of the meeting was the report given by G. W. Gilbert on the executive meeting held in Lacombe on March 4. Ruth Bray was chosen to attend the Annual General Meeting in Calgary.

### ANDREW

A talk on ratepayer-teacher relationship was given by William Romaniuk at the sublocal meeting on February 25. He stressed the importance of more friendliness and closer cooperation between parents and teachers. A lively discussion followed.

The members of the sublocal were guests at the March meeting of the Andrew Home and School Association. B. Irvine, librarian of the Children's Department of the Strathcona Library in Edmonton, gave a very interesting talk on the starting of a library. Topics included were choice of books, care of books, and creating interest in reading.

### BASHAW

The teachers present at the February meeting enjoyed an interesting two hours of curling before gathering at the home of E. Blaney to discuss the many problems concerned with the track meet. Lunch was served at the conclusion of the meeting.

### BUCK LAKE

#### Lively Meeting at Breton

A means for campaigning for higher school grants and ways to intensify the interest in institutes were

discussed at the Breton meeting of the Buck Lake Sublocal in February. Rose Blust, Thomas Sheridan, Fred Meleshko, and J. M. MacDonald led the teachers in a lively criticism of Bulletin Two.

At the March meeting, Mabel McCartney and Helen Ciz of Breton gave a talk on "Art in the School." Annual General Meeting resolutions, which appeared in the March issue of *The A.T.A. Magazine* were discussed.

### CLOVER BAR

#### Annual Banquet A Success

The annual banquet of the teachers of the Clover Bar Sublocal was held in the Corona Hotel on the evening of March 11. Albert Hohol proposed the toast to the Association, to which Mr. Griffin very ably responded.

Dr. Siemens of the Health Unit, one of the guests, thanked the teachers for the fine cooperation they had given him.

The teachers were privileged to have G. DuPre as their guest speaker. Mr. DuPre, who was an intelligence officer during the second world war, gave a very informative and impressive account of his many and varied experiences. Val Roos introduced and thanked the speaker.

Entertainment was provided by Mrs. Roos, her daughter, and Mrs. Gallacher. A social hour followed.

### COUTTS-MILK RIVER

#### Ask Edwardh to Speak

March sixth marked the first Coutts-Milk River Sublocal gathering in some weeks. Two earlier meetings had been postponed because of bad roads and cold weather.

The teachers planned their next meeting and decided to ask M. O. Edwardh, superintendent of schools, to act as guest speaker.

## DERWENT

### Enterprise Tests Planned

The first item on the agenda of the March eleventh meeting of the sublocal was a report by W. C. Bober on the festival program. The same type of program is to be followed as in previous years, with the addition of one or two items in the high school section. All songs are to be chosen from *The Canadian Singers* and *A Song Book*.

Dan Chrapko reported on the February meeting at Derwent, at which the salary schedule and Annual General Meeting resolutions were discussed.

Following a discussion on enterprise and social studies tests, groups were chosen to plan some tests and to make up keys for them by April 30.

Several constructive criticisms were made of the February language and arithmetic tests.

The final motion was that the local executive should approach the Two Hills Division to carry on the work of the Group Insurance Plan.

### EDBERG-MEETING CREEK

#### Report on Year's Activities

The sublocal was reorganized last October with F. W. Lehmann as president.

Four meetings have been held with an average of ten teachers present.

At the February meeting the results of a drive for better penmanship amongst the school children were discussed. Examples of writing proved that the drive had been successful.

### E.I.D.

#### Holds Public Relations Institute

A most successful public relations institute was held in February when 80 teachers of the division met in Brooks. Banff Workshop procedure was adopted. The principal speaker was M. E. LaZerte, dean of the Faculty of Education, who spoke on ethics within the profession.

Following this address the group was divided into four sections, each



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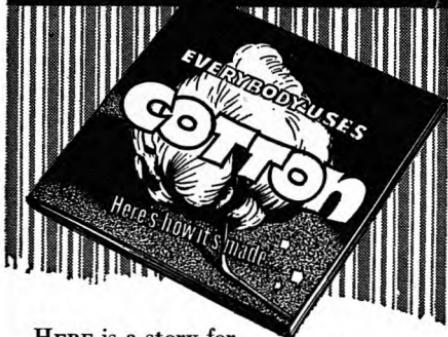
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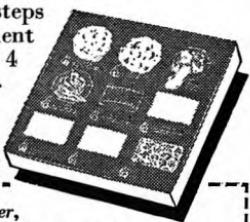


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with a recording secretary, to study the problems of the four publics: teacher-teacher, teacher-pupil, teacher-public, and teacher-board. Each group had a one-hour open forum with their directing consultant. Consultants were Dean LaZerte, Superintendent Larson, F. O'Hare, and W. R. Broadfoot. The chairman of the board of trustees assisted in the teacher-board section.

The purpose of the institute was to acquaint all teachers with the job of public relations, to investigate and state the problems that exist, and to determine procedures and techniques in organizing committees in individual schools.

The division public relations committee is responsible for bimonthly publications informing the teachers about latest developments in public relations and about their own executive activities.

Several hundred parents and teachers attended an evening program, which included a film of a local track meet, a short concert by the Tilley Choral Group, and the presentation of the Governor-General's Medal to Patrick Batter. Dean LaZerte spoke on *The Status of the Teaching Profession in Canada*. The president of the E.I.D. Local, E. H. Gavert, spoke on the need for a public relations program.

The results of the institute have been compiled in a brief and circulated to all members of the local.

**E.U.S. (CALGARY)**

Next year's executive for the E.U.S. will be: Jim Twa, president, and Deloyce Goetjem, secretary.

Evelyn Rosdal, Class L, and Don Dickson, Class Y, have been chosen valedictorians for 1949-50.

**FAUST-KINUSO**

**Well Organized and Active**

The sublocal has a very active membership. To date, six meetings have been held, each taking the form

of a pleasant supper meeting at the home of various members.

Among other projects the sublocal is organizing a musical festival for May.

Executive for this year is as follows: W. H. Lysne, president; Irene Melin, vice-president; Doreen Love, secretary; Joyce Trevithick, councilor; J. A. Love, correspondent.

#### GRANDE PRAIRIE

##### Supports Education Week

During the meetings of the Grande Prairie Local executive held in January and February, the subject of Education Week was thoroughly discussed. A resolution was passed to supply every teacher with a copy of the pamphlet published by the Canadian Teachers' Federation. Representatives from the sublocals were asked to urge their groups to bring before the public the fact that "Education **IS** Everybody's Business."

Harold MacNeil, president, reported that arrangements had been made with the local newspapers and with radio station CFGP to publicize the event.

Another item of general interest was the appointment of a track meet committee to arrange for the annual spring interschool track meet. The following members were nominated: E. Meen, convener; M. Gavinchuk, secretary-treasurer; and Harvey Hadiuk, Noreen Ford, and T. MacNamee.

It is gratifying to note that regardless of severe winter weather and poor roads, the meetings were well attended.

#### HIGH PRAIRIE

Discussion at the February sub-local meeting centred around the festival which is to be held on April 28.

Forthcoming salary negotiations were talked over and E. W. Pratt, chairman of the negotiating commit-



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tee, was given suggestions from the the sublocal.

Ten dollars was donated to the March of Dimes.

At the March meeting, Mary Richmond reported on the progress of the festival committee.

M. J. Hayden gave an account of the meeting with the divisional board on salary negotiations. She reported that the demands of the negotiating committee has not received favourable response from the board. A member of the board is to be at the next institute to try to show the members at large why increases in salaries cannot be paid this year.

## HOLDEN

### E. M. Erickson, Guest Speaker

Guest night at the February meeting of the sublocal was not well attended for "old-man winter" was again on the rampage. There were only ten teachers present, one of them from Bruce.

E. M. Erickson, superintendent of the Holden Division, was guest speaker. Among other things, he spoke on the forthcoming changes in the school curriculum.

The next meeting is scheduled to be a social evening, and all teachers

are urged to forget their cares and enjoy an evening together.

## INNISFAIL

### Institute Well Attended

A well attended teachers' institute meeting took place in the High School on February 10. There were 31 teachers present.

Among the features of the program was a very interesting talk on musical festivals given by Charles Merta of the Red Deer Composite High School, and the showing of a film.

A talk on primary work and a demonstration of a tonette band are included on the agenda for the next meeting.

## INNISFAIL WEST

The sublocal held its monthly meeting on March 1 in the Dickson School. The eight teachers present discussed the salary schedule, radio broadcasts, and the status of teachers.

## PROVOST-HAYTER

### Postpone Festival

A tentative date for the track meet was set for May 26, at the March eleventh meeting of the sublocal. It was decided not to hold a musical festival until the fall term.

Roy Fraser addressed the meeting on the subject of the proposed new high school curriculum for Alberta schools.

## RED DEER

### Oppose County System

"We, the teachers of the Red Deer Local, wish to protest strongly against the proposed county system which the Alberta Provincial Government intends to introduce in the Legislature in Bill No. 50. It is a long established principle in Canada that education is best served by a body which is free from the duty of collecting taxes. We consider the centralization of the county system a distinct backward step and believe



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it has no place in Alberta."

The above resolution was passed by the teachers of the Red Deer Inspectorate at a banquet meeting held on March 17. It was forwarded by telegram to the following members of the Legislature: E. C. Manning, David Ure, E. E. Roper, J. Harper Prowse, C. E. Gerhart, Ivan Casey, and Lucien Maynard.

The W.A. of the United Church planned the St. Patrick's Day dinner, which was held in the basement of the church. Some 90 teachers and friends assembled for the occasion and among the guests were L. A. Thurber, superintendent of the Red Deer Division, Arthur Stonhouse, chairman of the Red Deer Divisional Board, George England, chairman of the Red Deer Public School Board, and T. J. Huckell, editor of *The Innisfail Province*. Also present were representatives from *The Red Deer Advocate* and radio station CKRD.

Following the meal, a program of music and song and a debate was presented. Cyrus Moore and Joseph Welsh on the affirmative, and David Dandell and George Dawe on the negative discussed the teaching of formal grammar in the schools. The debate, and a roundtable discussion which followed, brought out many helpful points relative to the subject.

It was agreed that this was the best banquet ever held by the teachers.

## STETTLER

## UNICEF Drive

Business at the January meeting of the sublocal included the campaign for the UNICEF and the reading of the Alberta Teachers' Association newsletter concerning nominations and resolutions for the Annual General Meeting. It was decided to ask the district representative, Arthur Allen, to speak at the next meeting.

After the business meeting, an interesting book review was given by Mary Ferguson on A. S. Neill's *The*

*Problem Teacher*, one of the books from the ATA Library.

At the February meeting, a report was given on the UNICEF drive. A considerable sum has been realized through various means, such as collection boxes in the classroom, candy sales, and donations from student bodies.

An interesting discussion on "Maintaining Classroom Discipline" was drawn from a series of questions which had accompanied a film by that title.

### STONY PLAIN

General business was discussed, and outstanding accounts were passed for payment at the monthly meeting of the local on February 18. Councillors from the Stony Plain, Tomahawk, Entwistle, Jasper Place, and Wabamun Sublocals were in attendance.

### STRATHMORE

There were teachers from Namaka, Nightingale, Strathmore and Carseland, at the February fifteenth meeting of the sublocal.

Sam Crowther, the councillor, reported that the Wheatland Local had no plans for any activities in recognition of Education Week. The sub-

local decided that the members should endeavor, sometime during the week, to arrange activities which would further the interests of education. The local clergy and the local newspaper were asked to stress the importance of education throughout the week.

John Bracco presented to the meeting a report on *The Case of Pupil X* which was part of the guidance plan. In the lively discussion which followed, many suggestions were made as to what extent a teacher could carry out student counselling.

### STRAWBERRY

The Strawberry Local held its regular meeting in Thorsby on February 17. Track meet procedures were the chief topic of discussion. It was decided that they would be dealt with by the individual school units.

### THORSBY-WARBURG

On February 24 a meeting of the sublocal was held at Thorsby. As a result of the principals' meeting all the teachers seemed to be in the best of spirits, and a gay singsong gave the evening a fine start.

### WASKATENAU

#### Kotash Speaks on Festival

At the March meeting, R. J. Elliott, George Shapka, and Henry Wilson formed a committee to investigate the tabloid system of track meet scoring.

H. H. Kostash, a guest speaker, outlined arrangements that were being made for a musical festival at Smoky Lake, and invited the schools in the area to take part. If it is impossible to accept this invitation, the sublocal may plan a similar festival this spring.

Michael Skuba of Smoky Lake, gave a talk on Educational Writing in which he stressed the importance of simplicity in reporting news. A reporter, he said, must write to express his ideas clearly rather than to impress his audience.



"I don't wanna be Little Eva!"

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